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ABSTRACT

This is a plan for the last four years of the Wisconsin Technical College System Board's five-year plan period covered by the latest amendments to the Carl D. Perkins Vocational and Technical Education Act. The Carl D. Perkins Act of 1998 is a federally funded program designed to assist states in developing their academic, vocational, and technical education programs. Wisconsin has been allocated $22,997,200 for program year 2000-01 and for planning purposes it is assumed that the State will be eligible for at least this amount for the subsequent three years of the plan period. The transition plan served as a bridge between the provisions of the previous amendments (Perkins II) and the latest amendments (Perkins III). Of the $22,997,200 expected to be available to the State each year, $11,463,700 will be directly administered by the State Board to support postsecondary programs, services and activities. The Department of Public Instruction (DPI) will administer $9,235,900 to support secondary level programs, services and activities. The Governor's Work-Based Learning Board (GWLB) will administer $2,154100 available under Title II, Tech Prep, along with $143,500 of Title I State Leadership funds. The State's latest biennial budget bill created Governor's Work Based Learning Board. (JA)

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ED 449 850

2000 – 2004
FOUR-YEAR PLAN

Under the

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

P.L. 105-332

March 31, 2000

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Technical College System

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2000 – 2004
FOUR-YEAR PLAN

under the

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

P.L. 105-332

March 31, 2000

Wisconsin Technical College System Board
310 Price Place
Madison, Wisconsin 53705
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Edward Chin
State Director

CERTIFICATION OF STATE BOARD
STATE OF WISCONSIN

I hereby certify that the attached document containing the 2000-2004 four-year plan was adopted by the Wisconsin Technical College System Board.

This plan constitutes the basis for the operation and administration of the State's basic vocational and technical education program under the Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332, during the period of the plan. All information and representations contained in the plan as of this date are accurate to the best of my knowledge.

____
(date)

By: L. Anne Reid on March 22, 2000

L. Anne Reid, President
Wisconsin Technical College
System Board

EXECUTIVE SUMMARY

2000-2004 FOUR-YEAR PLAN

The Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332, is a federally funded program designed to assist states in more fully developing the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs. The state has been allocated $22,997,200 for program year 2000-01 and for planning purposes it is assumed that the State will be eligible for at least this amount for the following three years of the plan period.

This is a plan for the last four years of the five-year plan period covered by the latest amendments to the Carl D. Perkins Act. The State Board elected to submit an optional transition plan for the 1999-2000 program year. The late date at which the current amendments were enacted did not provide sufficient time for the State to meet either the consultation requirements of the Act or the requirement for public hearings required for submission of a complete five-year plan.. The State Board also believed that implementation of the accountability provisions would require more time than was available to it under the other options available for plan development and submission. The transition plan served as a bridge between the provisions of the previous amendments (Perkins II) and the latest amendments (Perkins III). This plan covers the four year period 2000 – 2004. It has been developed by the Wisconsin Technical College System Board, the Department of Public Instruction, and the recently established Governor's Work-Based Learning Board.

The plan has been developed in consultation with representatives of specified agencies, organizations and individuals. It has also been reviewed and approved by the Wisconsin Technical College System Board and the Governor of the state.

Public hearings on the plan were held on December 16 in Fond du Lac and LaCrosse for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the plan. A summary of all recommendations and the State Board's response to them are included in this plan.

The stated purpose of the Act is to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education by –

(1) building on the efforts of States and localities to develop challenging academic standards;
(2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and

(4) disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities.

Since the level of funds that will be appropriated by Congress over the next four years is not known, this plan is based on the assumption that the funds available to the State for each year of the four-year plan period will at least equal the amount available for 2000-01. Of the $22,997,200 expected to be available to the State each year, $11,463,700 will be directly administered by the State Board to support postsecondary programs, services and activities. The Department of Public Instruction (DPI) will administer $9,235,900 to support secondary level programs, services and activities. The Governor's Work-Based Learning Board (GWLB) will administer $2,154,100 available under Title II, Tech-Prep, along with $143,500 of Title I State Leadership funds.

Program Years 2000-2004 Planned Yearly Distribution of Funds

	Total	**WTCSB**	**DPI**	**GWLB**
Basic Grant (85%)	17,716,673	9,744,170	7,972,503	
Administration (5%)	1,042,157	573,187	468,970	
State Leadership (10%)	2,084,315	1,146,373	794,442	143,500
Title I Total	20,843,145	11,463,730	9,235,915	143,500
Title II Tech Prep	2,154,097			2,154,097*
Grand Total	**22,997,242**	**11,463,730**	**9,235,915**	**2,297,597**

*For 2000-01 only, $284,300 will be allocated to the Department of Public Instruction to fund a Tech-Prep Consultant and other Tech-Prep related activities.

The State's latest biennial budget bill created a seventeen member Governor's Work-Based Learning Board. This board [which is attached to Wisconsin's Department of Workforce Development (DWD) for administrative purposes] will have responsibility for the school-to-work and youth apprenticeship programs currently administered by the Department of Workforce Development's Division of Connecting Education and Work. The Perkins funded Tech-Prep program currently administered jointly by the Department of Public Instruction and the WTCSB will also be administered by the new board. Title II of the Perkins Act allows these funds to be used for either school-based programs (such as those currently funded with Tech Prep monies) or work-based programs (such as youth apprenticeship).

TABLE OF CONTENTS

EXECUTIVE SUMMARY

TABLE OF CONTENTS

I. PLAN DEVELOPMENT 1

II. PROPOSED USE OF FUNDS – DPI 7

PROPOSED USE OF FUNDS – TECH PREP - GWLB 14

PROPOSED USE OF FUNDS – WTCSB 23

III. PROGRAM ADMINISTRATION – DPI 34

PROGRAM ADMINISTRATION – TECH-PREP - GWLB 41

PROGRAM ADMINISTRATION – WTCSB 43

IV. ACCOUNTABILITY AND EVALUATION – DPI 54

ACCOUNTABILITY AND EVALUATION – WTCSB 60

V. SPECIAL POPULATIONS AND OTHER GROUPS – DPI 69

SPECIAL POPULATIONS AND OTHER GROUPS – WTCSB 75

VI. FINANCIAL PROVISIONS – DPI 78

FINANCIAL PROVISIONS – WTCSB 80

VII CERTIFICATIONS 82

I. PLAN DEVELOPMENT

A. SECTION 122

The State Agency shall develop the State plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations; and shall consult the Governor of the State with respect to such development.

The State Board in conjunction with the Wisconsin Department of Public Instruction met with individuals and representatives of the groups noted above and; at the recommendation of the Governor's office, held sessions with students and parents in order to provide all parties with the opportunity to be involved in the development of the Four-Year State Plan.

S. 122 GROUP MEETINGS

The State Board in conjunction with the Department of Public Instruction held three meetings with the individuals and representatives required to be involved in the development of the State plan. The Governor of the State through his appointed representatives was also represented at these meetings. The State Board and the Department provided the individual participants in the plan development process with the information necessary for them to participate in an informed and meaningful manner. Meetings were held on Wednesday, October 6, 1999; Thursday, November 18, 1999; and Thursday, February 17, 2000.

Recommendations and Responses

Two major issues were raised by one or more of the participants.

Recommendation:

A representative of postsecondary eligible recipients suggested that postsecondary recipients should be able to use funds to serve all students. The State Board had proposed to continue with the allowable uses of funds provided for in its 1999-2000 One-Year Transition Plan: That an eligible recipient would have to use 5-10% of its formula allocated funds for program improvement activities and 90-95% for services for special populations which would enable them to meet the Levels of Performance set for the Core Indicators of Performance at the same rates as were set for all students. The representative stated that these State imposed limitations made it difficult for eligible recipients to serve those students who had barriers to succeeding in technical education but who did not fall within one or another of the designated special population groups.

In the discussion that followed over the course of the three meetings, the majority of participants supported continuing the current uses of funds. The representatives of the Governor were in favor of expanding the uses of funds allowed by the Board.

State Board Response:

As a result of the foregoing discussion, the State Board revised its proposed uses of funds. A description of the planned uses may be found in Part II, Proposed Uses of Funds -- WTCSB, below. Briefly, the Board established the following funding streams:

1. 10% of the funds available to eligible recipients will be awarded on a competitive basis for Nontraditional Occupations (NTO) Services, Pre-Technical Learning Activities, or Work-Based Learning.

2. 15% of the funds available to eligible recipients will be distributed by formula and must be used by the recipients for Program Improvement and Other Allowable Activities.

3. 75% of the funds available to eligible recipients will be distributed by formula and must be used by the recipients to provide Services for Special Populations which will enable them to meet the Levels of Performance established for the Core Indicators of Performance at the same rates as have been set for all students.

In the future, an eligible recipient that can demonstrate that the needs of its special populations studentsl are being met, may use a greater percentage of its formula funds (its share of the 15% and 75% statewide funding streams) for Program Improvement and Other Activities than the Board currently allows. However, if an eligible recipient's performance for special populations studentsl does not meet the Core Indicators of Performance, the eligible recipient may be granted less flexibility in expending funds for Other Allowable Activities under the Program Improvement and Other Allowable Activities category.

The decision to focus the majority of Perkins III postsecondary funds at direct services necessary for special populations studentsl to participate and succeed in vocational education programs and courses was based on the state's policy goal to meet skilled worker needs. It also recognizes that special populations studentsl need extra assistance to succeed and that there are frequently higher costs involved in providing the services they need in order to complete programs and courses.

In recent years, Wisconsin policymakers have devoted much attention to the state's current and future labor shortage and the need to increase the availability of technically skilled workers. For example:

- The report entitled Building Tomorrow's Workforce (Autumn, 1998) stated that the "labor shortage represents an opportune time to bring those citizens who have historically not benefited from our expanding economy to achieve greater economic well-being." To that end, the report stressed the importance of bringing new workers to the workforce including persons with disabilities, former offenders and persons with language barriers.

- The Governor of Wisconsin and the Governor's Special Assistant for Workforce Shortage Solutions, in presentations across the state, have emphasized the need to expand the current workforce by training individuals in under-served populations (such as older workers, minorities, veterans, offenders and the disabled).

- As part of its strategic directions for 1998-2000, the Wisconsin Technical College System Board set a goal to expand WTCS programs and activities to address the learning needs of incumbent workers, under-served populations (especially minorities) and those entering the job market with minimal job skills.

Finally, Perkins III requires each state to implement a performance accountability system (core indicators of performance) to assess the effectiveness of the state in achieving statewide progress in vocational and technical education. While the performance measures apply to the entire student population served under vocational education, the levels of performance by special populations studentsl will be separately reported and monitored. Perkins III directs that a state's plan must demonstrate how its programs will enable special populations to meet or exceed the performance levels and prepare special populations for further learning and high skill/wage careers. Moreover, the ability of the state to achieve success for all students will depend on how well it addresses the needs of those with the greatest barriers to educational achievement. Approximately 31% of the WTCS postsecondary students meet the definition of special populations.

Recommendation:

The representatives of the Governor recommended that the Board should determine in some reliable fashion what happens to students who leave college prior to graduation.

State Board Response:

The State Board has begun working with Technical College staff to develop a process to follow-up the students in the Core Indicator cohort of first-time/full-time students who leave the WTC system prior to graduation after they have completed 24 credits. It is expected that this process will be implemented in 2000-01 and will provide outcome information for students in the 1999-2000 cohort, the first cohort to be identified under Perkins III.

B. PUBLIC HEARINGS

The State Board in conjunction with the Department of Public Instruction held public hearings at the Western Wisconsin Technical College campus in Lacrosse and at the Moraine Park Technical College campus in Fond du Lac. The hearings were held from 10:30 a.m. until 1:00 p.m. The purpose of the hearings was to afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the proposed 2000-2004 Four-Year State Plan. Persons unable to attend one of the hearings could submit written comments and recommendations to the State Board.

Beginning about one month before the hearings, notice of the hearings was published in the Wisconsin State Journal, the state newspaper of record, and notices were sent to 41 other newspapers throughout the state. Over 600 letters were sent to individuals, groups, and organizations notifying them of the hearings. The notice was also posted on the State Board's Website and the Department of Workforce Development posted a notice on its site that provided a link to the Board's site.

Copies of the proposed plan were available for review in each of the 16 Technical College Districts among which the state is divided. Interested parties could also contact the State Board to request a copy of the plan, and copies were sent to the several individuals who requested copies.

Interested parties who did not wish to make a formal statement at a hearing were assured that all recommendations made in the course of informal discussions would be summarized and responded to in the plan in order to ensure that all parties would be heard.

Recommendations and Responses

Recommendation:

The State Board should allow the Title I funds distributed by formula to the WTCS districts to be expended on services for all students instead of restricted to services for special populations. [Note: The draft plan proposed that the WTCS districts would continue to expend 5-10% of their formula funds on program improvement activities and the remaining 90-95% on services for special populations in order to assist them in meeting the Levels of Performance set for all students. These levels were established in the 1999-2000 One-Year Transition Plan.]

Other commenters recommended that the State Board require the WTCS districts to continue using 90-95% of formula funds for the provision of services to special populations.

State Board Response:

See the response to the first recommendation made under A., Section 122, above.

Recommendation:

The State Board should expand the definition of special populations to include members of racial/ethnic minority groups as is allowed by the Department of Public Instruction for secondary level activities.

State Board Response:

The State Board does not find that membership in a minority group in and of itself constitutes a barrier to success in technical education programs. Services for minority individuals who qualify as members of one or more of the designated special populations are eligible for the additional services provide to members of these groups.

Recommendation:

The State Board should increase the number of activities that it will allow to be supported with funds allocated to the Department of Corrections.

State Board Response:

State Board and Department of Corrections staff resolved this issue. The allowable activities described in the plan are broad enough to include those additional activities which the Department of Corrections wants to provide with Perkins funds.

Recommendation:

The Department of Public Instruction should add the Racine Youthful Offenders Correctional Facility and the Prairie du Chien Correctional Facility to its list of institutions eligible to apply for funds reserved by the Department to serve juvenile offenders in correctional institutions.

DPI Response:

The Department of Public Instruction has identified the Department of Corrections as the eligible recipient to receive Perkins funds administered by the Department for services to individuals in State correctional institutions. The Department of Corrections may then choose to sub-contract with the appropriate youth correctional facilities under its jurisdiction according to DPI's 2000-2001 Carl Perkins Basic Grant Application Guide.

B. LISTENING SESSIONS

The State Board in conjunction with the Department of Public Instruction held two Parent/Student Listening Sessions, one at Madison Area Technical College District's Truax Campus on February 8 and the other at Milwaukee Area Technical College District's Downtown Campus on February 11. The purpose of these sessions was to afford students who have benefited from Carl Perkins funded activities and their parents an opportunity to comment and make recommendations on the proposed 2000-2004 Four-Year State Plan.

Comments and Recommendations

- Students need counseling into programs that are appropriate for their skills. This should start at age 16.
- There should be recruiters who know WTCS programs.
- Provide E-mail mentors, both student and business.
- Provide internet sites that list not only programs but also courses.
- There should also be videos on careers.
- Schedule WTCS classes to accommodate youth options.
- There needs to be more available technology and more staff skills assistance.
- Teachers must be more accessible.

- Provide more tutors, either student or staff.
- Provide learning on-line.
- Emphasize 2+2 and credit transfer.
- Provide more English as a second language assistance.
- Make computer labs more available for open use.
- Provide more assistance to DVR clients.
- Provide work-based learning opportunities to students; e.g., internships.
- Allow for life skills, experiential, credit.
- Link the technical colleges and job centers with counselors.
- Provide information on courses that are accepted at the university.
- Provide job coaching and mentoring for students prior to their going to work.
- Find ways to make students more aware of available services.
- Provide student mentors.
- Provide more learning centers and tutors.
- Increase access to school by providing bus passes.
- Recruit in the K-12 schools. Students need to know what the WTCS offers.
- Provide more computers and internet access.
- Offer extended learning center hours.
- Recruit students in the Community Based Organizations. Let them know about the adult high school.
- Provide teachers with instruction on technology to improve their level of comfort to promote technical education.
- Provide more business mentors.
- Provide job coaches to help students identify and obtain jobs.
- Expand the dialogue between students and the system.
- Provide more interpreters and adult high school opportunities.

State Board and DPI Response:

Many of the comments and recommendations concern issues that need to be addressed by the local secondary schools and by the postsecondary eligible recipients as part of their overall educational effort. To the extent that Perkins III funds may be used to support activities designed to respond to these issues, the Department of Public Instruction allows applicants for Perkins III funds to target their formula funds to their identified needs within the allowable uses of funds specified by the Act. The State Board has increased the percentage of funds which may be used by an eligible recipient for program improvement activities and has also established a reserve fund which targets both Pre-Technical Learning Activities and Work-Based Learning as well as Nontraditional Occupations (NTO) Services. See Part II, Proposed Use of Funds -- DPI, and Proposed Use of Funds -- WTCSB, below.

II. PROPOSED USE OF FUNDS – DPI SECONDARY

A. The eligible agency will describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.

DPI Secondary:

The Department will use its share of Title I funds available to the State as follows:

Title I Total	$9,235,915
Formula funds for Eligible Recipients (90%)	7,175,253
(Administration – limited to 5%)	(358,763)
(Local program improvement – 95%)	(6,816,490)
Formula funds for Eligible Recipients - (10% Reserve)	797,250
(Administration – limited to 5%)	(39,862)
(Local program improvement – 95%)	(757,388)
State Leadership	794,442
(Corrections)	(93,794)
(Nontraditional training and employment)	(67,500)
Administration	468,970

Formula Funds for Local Eligible Recipients

Eighty-five percent of the funds available to the DPI under Title I, Section 111, of the Act are required by Section 112 to be allocated to local eligible recipients. Each eligible recipient is limited to using a maximum of five percent of these allocated funds for program administration. Ninety-five percent of these funds must be used to support program improvement activities allowed by the Act.

State Reserve

From the 85% of funds that must be allocated to local eligible recipients, DPI will use 10% of these funds as provided for by s. 112(c) of the Act. Section 112(c) requires that these funds be used to make awards to local eligible recipients to support program improvement activities in at least two of the following four categories:

(A.) rural areas;
(B.) areas with high percentages of vocational and technical education students; and
(C.) areas with high numbers of vocational and technical education students, and
(D.) communities negatively impacted by changes resulting from the amendments made by the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998

to the within State allocation under section 231 of the Carl D. Perkins Vocational and Applied Technology Education Act.

The Department will develop an annual competitive grant process, aligned with the annual funding application, to fund projects focusing on implementing new or improving existing certified, work-based learning programs in districts with high schools. Both single districts and multiple-district consortiums are eligible.

State Goals and Objectives

Perkins III requires states to focus funds on improving vocational and technical education programs. Based on state initiatives, federal and state legislation, and other education reform efforts, applicants must develop projects that give priority to the State Goals listed below:

Goal 1: Provision of vocational and technical education, especially work-based learning, to all people and groups equally and without discrimination.

OBJECTIVES

1.2 To develop and implement broad-based curriculum and instruction that is directed toward meeting the needs of an increasingly more diverse student population, utilizing DPI content standards, industry skill standards and career development strategies.

1.2. To assess and identify the career interests of individual students and provide career counseling resulting in access to educational and career programs related to student interest and proficiency.

1.3. To provide students with a wide variety of school supervised work experiences (resulting in better educated, more fully developed members of society) including certified skills cooperative education, youth apprenticeship, industry skill certified programs, and career and employability skills programs.

1.4. To provide equal opportunity and support services for learners in special populations and minorities to succeed in the total vocational education program.

Goal 2: Development of vocational and technical education that continually and systematically respond to the trends and demands of the marketplace.

OBJECTIVES

2.1. To develop tech prep and youth apprenticeship program competencies that are reflective of the labor market.

2.2. To assist teachers in developing professional and instructional competence reflective of current and future labor market needs.

2.3. To provide students with multiple, relevant, and up-to-date experiences which will assist in entering the workplace in the area of their preparation and/or to succeed in post-secondary experiences.

Goal 3: Amplification and expansion of the "whole person" concept of education within vocational and technical education.

OBJECTIVES

3.1. To emphasize the mission of the total educational system to develop the "whole person" in each student.

3.2. To provide opportunities for students to develop a foundation of educational competence related to family, work and community life.

3.3. To expand educational opportunities for students to develop leadership, personal, and interpersonal skills through career and technical student organizations as well as other educational opportunities.

3.4. To provide opportunities for students to develop academic and technical competencies reflective of the knowledge, attitudes, and skills desired in the labor market.

Goal 4: Elevation and extension of standards of excellence in classroom and laboratory instruction, supervised experiences, and student organizations.

OBJECTIVES

4.1. To develop strategies which organize educational experiences and to emphasize educational and occupational options in connection with the Education for Employment standard.

4.2. To encourage academic and technical skill development integration of the total educational program.

4.3. To provide vocational education programs organized on broad career/occupational clusters and integrate academic competencies.

4.4. To provide vocational programs that develop general, transferable competencies that facilitate students' abilities to utilize a wide range of state-of-the-art technologies.

Goal 5: Provision of leadership and cultivation of strong partnerships in the total educational system and with business, industry and labor.

OBJECTIVES

5.1. To provide leadership efforts to develop coordinated secondary and postsecondary articulation, which facilitate student transition into any WTCSB district or program.

5.2. To promote and assist development of partnerships between education, business, industry and labor which result in educational systems becoming and remaining current.

5.3. To encourage development of collaborative efforts of instructors and related personnel which integrate academic and vocational education in secondary schools and with the postsecondary level.

These curriculum-based efforts are needed by youth to obtain high-skill, high-wage employment and funds made available to an eligible recipient under this title may be used to:

(1) involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
(2) provide career guidance and academic counseling for students participating in vocational and technical education programs;
(3) provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
(4) provide programs for special populations;
(5) local education and business partnerships;
(6) assist vocational and technical student organizations;
(7) provide mentoring and support services;
(8) lease, purchase, upgrade or adapt equipment, including instructional aides;
(9) provide teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
(10) improve or develop new vocational and technical education courses;
(11) provide support for family and consumer sciences programs;
(12) provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
(13) provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
(14) support nontraditional training and employment activities; and
(15) support other vocational and technical education activities that are consistent with the purpose of this Act.

State Leadership

The Act requires States to

1. Assess the vocational and technical education programs carried out with Title I funds including an assessment of how the needs of special populations are being met and how such programs are designed to enable special populations to meet the State's adjusted levels of performance and prepare them for further learning or for high skill, high wage careers;

2. Developing, improving, or expanding the use of technology in vocational and technical education that may include –

   a. training of vocational and technical education personnel to use state-of-the-art technology which may cover distance learning,
   b. providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunication field, or
   c. encouraging colleges to work with high technology industries to offer voluntary internships and mentoring programs;

3. Professional development programs including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel that –

   a. will provide in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, effective teaching skills based on research, and effective practices to improve parental and community involvement, and
   b. will help teachers and personnel to assist students in meeting the State adjusted levels of performance,
   c. will support education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry, and
   d. is integrated with the professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

4. Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects;

5. Providing preparation for nontraditional training and employment;

6. Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and, as appropriate, other entities such as employers, labor organizations, parents and local partnerships to enable students to achieve State academic standards, and vocational and technical skills;

7. Serving individuals in State institutions such as State correctional institutions and institutions that serve individuals with disabilities; and

8. Support for programs for special populations that lead to high skill, high wage careers.

The Act allows States to:

1. Provide technical assistance for eligible recipients;

2. Improve career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education decisions;

3. Establish agreements between secondary and postsecondary vocational and technical education programs in order to provide postsecondary education and training opportunities for students participating in such vocational and technical education programs, such as tech-prep programs;

4. Support cooperative education;

5. Support technical students organizations especially with respect to efforts to increase the participation of students who are members of special populations;

6. Support public charter schools operating secondary vocational and technical education programs;

7. Support vocational and technical education programs that offer experience in, and understanding of, all aspects of an industry which students are preparing to enter;

8. Support family and consumer sciences programs;

9. Support education and business partnerships;

10. Support the improvement or development of new vocational and technical education courses;

11. Provide vocational and technical education programs for adults and school dropouts that will allow them to complete their secondary school education; and

12. Provide assistance to students, who have participated in services and activities under Title I, in finding an appropriate job and continuing their education.

An amount less than or equal to 1% of the total funds allocated to the State may be drawn from State Leadership funds to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities.

Not less than $60,000 and not more than $150,000 shall be used for services that prepare individuals for nontraditional training and employment.

The Act does not allow a State to use leadership funds to support administration.

II. PROPOSED USE OF FUNDS -- TECH-PREP – GWLB

The State's 1999-2001 biennial budget bill created a seventeen member Governor's Work-Based Learning Board (GWLB). This board [which is attached to Wisconsin's Department of Workforce Development (DWD) for administrative purposes] will have responsibility for the school-to-work and youth apprenticeship programs currently administered by the Department of Workforce Development's Division of Connecting Education and Work. The Perkins funded Tech-Prep program will also be administered by the new board. Title II of the Perkins Act allows these funds to be used for either school-based programs (such as those currently funded with Tech Prep monies) or work-based programs (such as youth apprenticeship).

At this point in time, the Governor's Work-Based Learning Board has not determined the direction that it wishes to take with the Tech-Prep program. By State law, the GWLB is required to distribute tech-prep funds in program year 1999-2000 according to the formula used in prior years. The GWLB is also directed to review the local tech-prep programs, the allocation of funds and the organizational structure used to implement the tech-prep program during the 1999-2000 program year in order to determine whether or not the local programs, funding allocation, and organizational structure should be continued beyond 1999-2000. The GWLB is to submit an implementation plan to the Legislature's Joint Committee on Finance by June 15, 2000, for the Committee's review and approval.

This section of the plan will be amended, as necessary, to reflect the findings of the GWLB review and the provisions of the approved implementation plan.

Title II of Perkins III authorizes federal funding for developing and implementing Tech-Prep programs. For FY 2000-01, there will be $2,154,097 available to the State. $1,646,082 million will be used to support local projects and the remaining $508,015 will be used for statewide coordination, dissemination, and professional development as well as for administration. The State's biennial budget provides that $280,300 of the statewide funds available in 2000-01 will be allocated to the Department of Public Instruction to fund a tech-prep consultant and related activities.

One grant will be awarded to each local consortium (a consortium is comprised of one technical college district and the K-12 public school districts within its boundaries including secondary schools funded by the Bureau of Indian Affairs). Each consortium may receive a basic development and implementation grant of $70,000. In addition, a total of $526,082 will be allocated to the consortia by the following formula:

- the number of tenth graders within each service area compared to the state total; and
- the number of high schools within each service area compared to the state total.

These two factors were added to provide additional funds for consortia serving large concentrations of students or providing services in large geographic areas in rural parts of the state. The formula ensures that there is an equitable distribution of assistance between urban and rural consortium participants as required by Title II of the Act.

Funds are provided to consortia for implementation of collaborative initiatives among consortium partners. It is expected that the majority of local level funds will be used for joint staff development and other cooperative curriculum activities.

TECH-PREP ESSENTIAL ELEMENTS

Governor's Work-Based Learning Board:

Title II of Perkins III, Tech-Prep Education, requires that each tech-prep program have seven essential elements. Each consortium must address all seven in its application for the funds available to it. The Governor's Work-Based Learning Board will continue using the outcomes which have been jointly established by the Department of Public Instruction and the State Board for most of the elements. If no outcome has been established for an element, the applicant is required to develop at least one locally-determined outcome.

1. Articulation Agreements

Requirement: The eligible agency will describe how each funded tech-prep program will be carried out under an articulation agreement between the participants in the consortium.

All consortium members will sign an articulation agreement. By signing this agreement, all partners are obligated to work toward all the outcomes found in the 1999-2000 Tech-Prep Application Title II (Tech-Prep Guidelines). A "Wisconsin Tech Prep consortium" is defined as one technical college district and the K-12 public school districts within its boundaries, including secondary schools funded by the Bureau of Indian Affairs. A consortium may also include institutions of higher education that award a baccalaureate degree and employer or labor organizations. Perkins III defines an articulation agreement as a "written commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in a Tech-Prep education program." In addition, school districts are expected to incorporate Tech-Prep into district-wide educational policy statements.

Outcomes (state-determined):

- All consortium members signed an articulation agreement
- School districts include Tech-Prep in district-wide educational policy statements

2. Coherent Sequence of Courses

Requirement: The eligible agency will describe how each funded tech-prep program will consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field.

Each grant recipient shall use Title II funds to develop and operate a 2 + 2 or 4 + 2 Tech-Prep Program in specific career fields; such as, engineering technology; applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics.

Articulation is the alignment of a coherent sequence of grades 9-14 curricula. It is the coordinated linkage of educational systems to help a student transition from one level to another without delay or duplication. From curriculum alignment, Wisconsin extended the linkage between high schools and technical colleges through advanced standing and transcripted credit articulation agreements. To date, there are more than 3,900 local and statewide articulation agreements in place.

The applicant is expected to use the following data elements to describe need statements and outcomes for this essential element:

1. Number of high schools with curriculum maps or 2 + 2 or 4 + 2 coherent sequence of courses in specific career fields,

2. Data on the number of students completing courses eligible for advanced standing or receiving transcripted credit while in high school.

3. Data on the number of students applying advanced standing or transcripted credit to a technical college program.

Outcomes (state-determined):

- Increase the number of 2 + 2 or 4 + 2 program-to-program articulation agreements in the specific career fields stated in Perkins III and the academic areas that are part of those agreements.

- Increase the percent of students receiving or becoming eligible for technical college credit while in high school by:
  - ✓ completing coursework that would be eligible for advanced standing credit at a technical college,
  - ✓ completing coursework earning transcripted credit,

  - ✓ completing coursework earning technical college credit through youth apprenticeship, Youth Options, distance education, and a contract between the high school and technical college, or
  - ✓ indicating on the high school transcript those courses eligible for advanced standing or receiving transcripted credit at a technical college.

- Increase the percent of students who applied advanced standing credit to a program after high school by:
  - ✓ applying advanced standing credit to a technical college program,
  - ✓ applying transcripted credit to a technical college program, or
  - ✓ applying technical college credit earned through youth apprenticeship, Youth Options, distance education and a contract between the high school and technical college.

- Increase the number of high schools that include advanced standing credit and transcripted credit from a technical college on the high school transcript.
- Increase the percent of students completing a two-year technical college program within three years of initial entry.

3. Joint Secondary/Postsecondary Programs

Requirement: The eligible agency will describe how each funded tech-prep program will—

- **(A) meet academic standards developed by the State;**
- **(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education through nonduplicative sequences of courses in career fields, including the investigation of opportunities for tech-prep secondary students to enroll concurrently in secondary and postsecondary coursework;**
- **(C) use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs.**

This essential element consists of the following four parts:

(A) Academic Standards:

The Department of Public Instruction (DPI) developed Wisconsin's Model Academic Standards in 18 areas. Four areas referred to as the "assessed" areas are included on DPI's graduation test beginning in the year 2001. Areas include math, science, English and social studies. **[Note: These standards are applicable to all local school districts operating high schools regardless of the agency administering the Perkins Tech-Prep program.]** The other areas are referred to as the "non-assessed" areas. All school districts are expected to adapt, adopt, or create their own standards in the "assessed areas" and are encouraged to do the same with the "non-assessed" areas. To assist school districts in these efforts, the consortium is expected to provide staff development and curriculum development for teachers to incorporate the standards for the "assessed areas" into:

1. integrated and applied courses as identified by high schools,
2. articulated courses (advanced standing and transcripted credit), and
3. work-based learning courses including state certified skills co-op and youth apprenticeship courses.

Outcomes: (state-determined)

- Increase the staff development opportunities for teachers to incorporate the "assessed standards" into integrated and applied, articulated, and work-based learning curricula (whole courses, units, learning plans, etc.)

- Decrease the percent of recent high school graduates enrolling in a two-year technical college program the semester following graduation who need remedial course work.

(B) Secondary Schools and Postsecondary Institutions:

Refer to the discussion under Essential Element 2—Coherent Sequence of Courses in linking secondary schools and postsecondary institutions through nonduplicative sequences of courses. A consortium is expected to investigate opportunities for Tech-Prep secondary students to enroll concurrently in secondary and postsecondary coursework. These opportunities may include Tech-Prep advanced standing and transcripted credit articulation agreements, Youth Options courses, distance education courses, or other courses contracted between a high school and technical college.

Outcome (state-determined):

Measured through the outcomes under Essential Element 2—Coherent Sequence of Courses.

(C) Work-based Learning

By the time a student expresses an interest in a particular career cluster, the student may benefit from experiencing that cluster in a work setting. Through a work-based experience, a student learns employability skills (work behaviors), relates learning in school to the world of work, and samples all aspects of a business or industry of interest to them. In Wisconsin, the most common forms of work-based learning include cooperative education, youth apprenticeships, supervised occupational experience, and simulation education experience.

Outcome (state-determined):

- Increase the percent of students in work-based learning.

(D) Educational Technology and Distance Learning

Education technology and distance learning are tools that can be used by a consortium to involve all the partners more fully in the development and operation of programs, as appropriate. In Wisconsin, staff development in performance-based instruction using education technology has been provided to local high schools, technical colleges, and four-year college and university staff. Distance learning opportunities are also increasing through other statewide efforts

Outcome(s) (to be locally determined).

4. Joint In-Service Training for Teachers

Requirement: The eligible agency will describe how each funded tech-prep program will include in-service training for teachers that—

- **(A) is designed to train vocational and technical teachers to effectively implement tech-prep programs;**
- **(B) provides for joint training for teachers in the tech-prep consortium;**
- **(C) is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;**
- **(D) focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and**
- **(E) provides training in the use and application of technology.**

This essential element consists of the following five parts:

(A) Teacher Training

In order to train vocational and technical teachers to effectively implement Tech-Prep programs, a consortium is expected to provide staff development opportunities. Some staff development opportunities are prescribed under other essential elements; however, a consortium has the flexibility to develop staff development activities based on local needs and strategic directions.

Outcome(s) (to be locally determined).

(B) Joint Training

Attention should be given to providing joint in-service training for secondary and postsecondary teachers so educators are learning together.

Outcome (state-determined):

- At least 20% of the teachers participating in staff development activities must be postsecondary staff.

(C) Currency

In order to better inform students and parents of the opportunities for vocational and technical careers in Wisconsin, teachers and administrators need to know more about business and industry, including accurate regional and state labor market information, and the competencies to succeed in the workplace. Teachers and administrators can benefit from spending time in a business setting (job shadowing, externships, tours, etc.).

Outcome(s) (to be locally determined).

(D) Postsecondary Faculty Training

Much of the training of postsecondary faculty in contextual and applied curricula is taking place through the Wisconsin Instructional Design System (WIDS). The target audience is technical college faculty serving 16-18-year-old youth in programs such as Basic Skills, Adult High School, etc.

Outcome(s) (to be locally determined).

(E) Training in Technology. The consortium is expected to provide training in educational technology for the delivery of Tech-Prep services and programs.

Outcome(s) (to be locally determined).

5. Counselor Training

Requirement: The eligible agency will describe how each funded Tech-Prep program will include training programs for counselors designed to enable counselors to more effectively—

- **(A) provide information to students regarding tech-prep education program;**
- **(B) support student progress in completing tech-prep programs;**
- **(C) provide information on related employment opportunities;**
- **(D) ensure that such students are placed in appropriate employment; and**
- **(E) stay current with the needs, expectations, and methods of business and all aspects of an industry.**

Secondary and postsecondary counselors, as well as teachers and parents, are a critical link to a student's future career planning. It is imperative that counselors and teachers have up-to-date career information to share with students and parents. Career awareness begins in the elementary school and continues throughout the student's educational experience. Students need exposure to multiple opportunities for career exploration as their education progresses. In addition, students need opportunities to assess interests and abilities while developing appropriate career plans and curriculum maps that will assist in reaching educational and occupational goals.

To better inform students and parents of the opportunities for vocational and technical careers in Wisconsin, the Wisconsin Technical College System Board (WTCSB) and Department of Public Instruction (DPI) have collaborated to supply current labor market information to all K-12 school districts, including secondary schools funded under the Bureau of Indian Affairs. In addition, DPI has created a "Many Ways to Win" curriculum which can be used in training counselors and others to deliver parent, student, and staff workshops. Consortia may also have developed materials and methods for disseminating this information. Selected staff in each consortium have been trained to use this curriculum and are expected to deliver this information to the high schools and technical college that they serve.

Counselor's experience with technical colleges and technical careers may be limited. As more counselors gain an understanding of the kinds of programs available at Wisconsin's technical colleges, they will be able to provide a full range of education and training options to the students they serve.

Outcomes (state-determined):

- Increase the percent of high school counselors who have been exposed to materials relating to multiple career options.
- Increase the percent of secondary counselors in externships in technical colleges that enhance effectiveness in the five areas prescribed in federal legislation.
- Increase the percent of grade 9-12 students with written career plans that outline high school work and/or high school to postsecondary education plan leading to future employment goals.
- Increase the percent of students enrolling in a technical college the semester following high school graduation

6. Nontraditional Training and Employment

Requirement: The eligible agency will describe how each funded tech-prep program will provide equal access to the full range of technical preparation programs, to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations.

The Act defines special populations as:

(A) individuals with disabilities;
(B) individuals from economically disadvantaged families, including foster children;
(C) individuals preparing for nontraditional training and employment;
(D) single parents, including single pregnant women;
(E) displaced homemakers; and
(F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Tech-Prep programs must provide equal access to individuals who are members of special populations. For Tech-Prep purposes, this includes all racial/ethnic minorities (Black, Hispanic, American Indian, Eskimo Aleut, Native Hawaiian, Asian-Indian, or Asian-Pacific). Equal access for special populations means that the rate of participation in selected activities will be at least equal to the rate of participation of the general population in the same activity. For example, if 20% of general population students from a high school participated in a particular tech-prep activity, we would expect at least 20% of the special populations students to participate in that activity. For Tech-Prep purposes, the phrase "individuals with other barriers to educational achievement" means individuals who are academically disadvantaged.

Perkins III also directs states to assess "student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment requirement.

It is expected that the consortia will develop ways to assist high schools to meet these two requirements.

Outcomes (state-determined):

- At least 25% of each gender participates and completes selected Tech-Prep activities.
- The rate of participation in selected Tech-Prep activities by special populations studentsl will be at least equal to the rate of participation of the general student population in each activity.

7. Preparatory Services

Requirement: The eligible agency will describe how each funded Tech-Prep program will provide for preparatory services that assist participants in tech-prep programs.

Tech-Prep programs must provide for preparatory services that assist all populations to participate in this type of programming. The term preparatory services means services, programs, or activities designed to assist individuals, who are not enrolled in vocational and technical programs, in the selection of, or preparation for participation in, an appropriate vocational and technical education or training program such as:

- services, programs, or activities related to outreach to or recruitment of potential vocational and technical education students;
- career counseling and personal counseling;
- vocational assessment and testing; and
- other appropriate services, programs, or activities.

It is permissible to include middle school staff in staff development activities related to the aforementioned services, programs, or activities.

Outcome(s) (to be locally determined).

II. PROPOSED USE OF FUNDS -- WTCSB

A. The eligible agency will describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.

WTCSB Postsecondary/Adult:

The State Board will use its share of Title I, Section 111, funds available to the State as follows:

Title I, Section 111 Total	$11,463,730
Formula Funds for Eligible Recipients	9,744,170
(Program Improvement and Other Allowable Activities)	(1,461,625)
(Services for Special Populations)	(7,308,128)
(10% Reserve)	(974,417)
State Leadership	1,146,373
(Corrections)	(114,637)
(Nontraditional Training and Employment)	(82,500)
Administration	573,187

FORMULA FUNDS FOR ELIGIBLE RECIPIENTS

Eighty-five percent of the funds available to the State Board under Title I, Section 111, of the Act are required by Section 112 to be allocated to local eligible recipients. Fifteen percent of these funds will be used for **Program Improvement and Other Allowable Activities**. Seventy-five percent will be used to provide **Services for Special Populations** and the remaining 10% are **Reserve Funds**.

The funds for Program Improvement and Other Allowable Activities and for Services for Special Populations will be allocated to an eligible recipient in the same proportion as the number of its students who received federal Pell Grants or assistance from the Bureau of Indian Affairs is to the total number of such students served by all eligible recipients in the preceding fiscal year. The Reserve Funds will be awarded to eligible recipients on a competitive basis.

PROGRAM IMPROVEMENT AND OTHER ALLOWABLE ACTIVITIES

Required Use of Funds

Eligible recipients must use funds to improve one or more technical education programs. These activities are to increase the effectiveness of the selected program or programs in relation to the Levels of Performance set for the State Board's Core Indicators of performance measures. Eligible recipients may only use funds for one or more of the following activities:

- Re-designing courses to accommodate the development of entry level occupational skills. These courses may be conducted before or during the first semester of the program. This activity will need prior approval from the appropriate occupational program consultant.

- Offering courses at times and sites that accommodate student needs and improve program completion.

- Linking students to their occupations through mentoring or job coaching activities conducted in conjunction with business, industry, and labor organizations.

- Upgrading curriculum. To receive approval of this activity, curriculum must contribute to improving either student retention or graduation rates. Contact the appropriate occupational program consultant for approval before developing a curriculum upgrading proposal.

- Professional development designed to improve teaching skills (e.g., learning styles, teaching styles, presentation skills). Upgrading instructor subject knowledge is not allowable.

- Team teaching in order to integrate academics and occupational program areas.

- Research projects to follow-up on non-graduates of the selected program(s) to determine why they left the program(s). This could include leaver studies, retention studies, or other kinds of needs assessments.

- Additional activities, which are identified as a result of the research project, may be allowable with prior approval from the program consultant.

In selecting programs, eligible recipients are encouraged to consider whether or not the programs:

Lead to high wage occupations.

Have less than 25% of one gender enrolled in the program.

Have high demand (e.g., the placement office reports substantially more job offers than there are graduates).

Have special population groups enrolled in the program at rates less than their incidence in the general student population.

Are under-utilized programs (there are available jobs, but few program enrollments).

Evaluations reveal problem areas such as high attrition rates or student dissatisfaction with the curriculum.

Allowable Uses of Funds

1. Developing new vocational and technical education programs.
2. Providing additional allowable activities for Services for Special Populations (below).
3. Providing career guidance and academic counseling for students participating in vocational and technical education programs.
4. Involving parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
5. Developing local education and business partnerships.
6. Providing mentoring and support services.
7. Providing assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.
8. Supporting nontraditional training and employment activities.
9. Supporting family and consumer education programs through curriculum development or modification; professional development designed to improve teaching skills (i.e. learning styles, teaching styles, and presentation styles, and other allowable activities) with prior program consultant approval.

SERVICES FOR SPECIAL POPULATIONS

Funds must be used for direct services that are necessary for special populations studentsl to participate and succeed in approved vocational and technical education programs or courses. Support services are intended to enable special populations studentsl to meet the State Levels of Performance set for the State Board's Core Indicators of Performance measures, including increased participation in occupational programs that lead to nontraditional employment.

Special populations are defined as

1) Individuals with disabilities.
2) Individuals who are economically disadvantaged.
3) Individuals preparing for nontraditional training and employment.
4) Single parents, including single pregnant women.
5) Displaced homemakers.
6) Individuals who are academically disadvantaged.
7) Individuals with limited English proficiency.

Funding is to target technical education program and course students. Special populations studentsl served in funded activities must be enrolled for one or more credits in approved associate degree, one or two year technical diploma, short term, or apprenticeship program courses during the academic year. Service effectiveness will be measured in terms of retention, graduation, and employment rates.

Exceptions:

1. Funds may be used to support nontraditional training and employment activities, such as pre-technical courses or course modules that are intended to introduce or prepare students for high wage programs that lead to program enrollment or employment in nontraditional fields. Participation is limited to one semester. The 1 credit requirement does not apply to these types of activities.

2. Remedial courses supported with Perkins funds shall only be provided to special populations studentsl who are concurrently enrolled in courses totaling six or more credits per semester towards graduation in their technical education program, except for apprentices enrolled in apprenticeship related-instruction. Summer school is allowable if the student is enrolled in 6 vocational-technical program credits in the fall semester.

Funds may only be used to support one or more of the activities listed below. Eligible recipients are to select which activities to fund based on their assessment of the needs of their special populations.

Allowable Uses of Funds

1. Career guidance and counseling services to assist students to successfully enroll in and complete a technical education program or course(s). These services may include career counseling, admissions assistance, and counseling assistance to assure retention. Assessment as an integrated component of this activity is allowable. However, outreach activities and stand-alone assessment as a pre-enrollment activity are not allowable.

2. Academic counseling services which ensure that students enrolled in technical education courses or programs achieve academic success.

3. Case management services to develop an individualized education plan and coordinate or provide the services required by students to complete their technical education programs or course(s).

4. Retention and completion services to assist students to successfully complete their technical education program or course(s) including early warning strategies, college success strategies and integrated faculty and student service strategies.

5. Study or success skills course(s) to assist students in completing their technical education

program or course(s).

6. Non-counseling services provided directly to special populations studentsl including disability services, notetaking, interpreting services, alternative test taking, transition services and individualized employment linking services (i.e. mentoring, job coaching) and services for limited English proficient individuals.

7. Assistive technology including adaptive equipment, instructional aids and devices, and related services.

8. Academic support such as remedial courses that are necessary for special populations studentsl to succeed in the technical education programs in which they are enrolled. Remedial courses supported with Perkins funds shall only be provided to special populations studentsl who are concurrently enrolled in courses totaling six or more credits per semester towards graduation in their technical education program, except for students enrolled in apprenticeships. Summer school is allowable if the student is enrolled in 6 technical education program credits in the fall semester.

9. Individual or group tutoring conducted by faculty, staff, or students.

10. Work-based learning such as internships, mentoring, job coaching, school-based enterprises, and job shadowing that are related to students' technical education programs.

11. Employment services and counseling to facilitate the student's passage from technical education to employment, including job seeking skills instruction, job development, and placement activities.

12. Nontraditional services and activities for individuals preparing for nontraditional training or employment. These activities must be necessary to increase the enrollment, course completion, and graduation of nontraditional students. Allowable nontraditional services include:

    - Development of NTO pre-technical courses to prepare students to enroll in high skill/high wage programs that lead to nontraditional employment.

    - Development and dissemination of NTO informational materials and marketing strategies designed to increase enrollment of potential nontraditional students. The materials should emphasize employment opportunities in nontraditional careers.

    - Career guidance and counseling services for students in the selection of nontraditional programs that, upon successful completion, can lead to high wage employment. The activities may include career planning and exploration.

    - Retention services that provide assistance to students enrolled in nontraditional occupational programs to ensure successful course completion and graduation.

13. Direct payment for emergency dependent care and transportation services which assist special populations studentsl enrolled in technical education programs or courses.

RESERVE FUNDS

Funds are available to eligible recipients within three priority areas. Priority groups to be served by these funds are high school aged students, women, minority populations, and potential students interested in pursuing technical careers.

These competitive grants will only be awarded for the following areas:

- Nontraditional training and employment;
- Pre-technical courses/instruction; and
- Work-based learning .

Grants will be awarded on a competitive basis. An eligible recipient may apply for funds under one or more of the three priorities, but may only submit one application under each priority. As required by Perkins III, Reserve Funds may only be awarded to eligible recipients located in:

1. rural areas;
2. areas with high percentages of technical education students; or
3. areas with high numbers of technical education students.

Priorities and Allowable Expenditures

1. NONTRADITIONAL OCCUPATIONS (NTO) SERVICES

The enrollment and graduation of nontraditional students is one of the core indicators of performance. Activities are to be designed to attract individuals to enroll in NTO educational programs, prepare individuals to successfully complete NTO educational programs, and to assist individuals in obtaining related employment.

Allowable Activities include:

- Development of NTO pre-technical courses to prepare students to enroll in high skill/high wage programs that lead to nontraditional employment.

- Development and dissemination of NTO informational materials and marketing strategies designed to increase enrollment of potential students. The materials should emphasize employment opportunities in nontraditional careers.

- Career guidance and counseling services for students in the selection of nontraditional programs that, upon successful completion, can lead to high wage employment. The activities may include career planning and exploration.

- Retention services that provide assistance to students enrolled in nontraditional occupational programs to ensure their successful course completion and graduation.

2. PRE-TECHNICAL LEARNING ACTIVITIES

Proposed activities must provide pre-technical activities or pre-technical courses. Pre-technical activities are targeted toward the recruitment of high school students, special populations studentsl, and minorities. Pre-technical courses are targeted toward the retention of current technical education students and improving their graduation rate.

a. **Pre-technical activities** are to provide students not currently enrolled in technical education programs an introduction to technical occupations or career areas. Activities are designed to expand a student's awareness of technical programs and career opportunities. They are expected to increase foundational competencies in an occupational area. Examples of pre-technical activities include experiences for high school students, extended hands-on learning sessions for nontraditional or minority populations in areas such as manufacturing, electronics, or bioscience.

b. **Pre-technical courses** are to prepare students interested in or beginning technical education programs to gain basic competencies or foundational skills necessary to successfully complete program requirements. Pre-technical courses are designed to enhance students' basic level of understanding in an instructional area or offer hands-on technical skill building in areas such as basic electronics or the use of tools. Courses may integrate two subject areas, such as science and technology, or focus on a specific technical area. Pre-technical courses do not encompass any study skills, career information or competencies typically covered in college success skills courses.

Allowable activities include:

- Curriculum development; and
- Instructional costs including instruction, supplies, and instructional materials.

3. WORK-BASED LEARNING

Work-based learning consists of a planned program of work experiences that enable a student to master skills and competencies related to their technical education program. Work-based learning usually includes an employer-signed agreement and a mentored relationship at the work-site. The experience may be either paid or unpaid. Depending on the purposes and structure of the work-based learning experience, students may receive instruction relating to employability skills, authentic applications to reinforce academic learning, instruction in a variety of elements of an industry, or skill and competency development relating to the requirements of a specific occupation.

Allowable activities include:

- Models or practices that expand work-based learning opportunities for students in specific occupational programs offered by an eligible recipient;
- Job coaching, job shadowing, job site mentoring,
- Mentor training;
- Recruitment of employers for student worksite placements; and
- Development of individual learning plans that build continuity between students' secondary and postsecondary work-based learning experiences, including those associated with 1+2 and 2+2 programs.

STATE LEADERSHIP

The Act requires States to include:

1) An assessment of the vocational and technical education programs carried out with Title I funds including an assessment of how the needs of special populations are being met and how such programs are designed to enable special populations to meet the State's adjusted levels of performance and prepare them for further learning or for high skill, high wage careers;

2) Developing, improving, or expanding the use of technology in vocational and technical education that may include –

    a) training of vocational and technical education personnel to use state-of-the-art technology which may cover distance learning,
    b) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunication field, or
    c) encouraging colleges to work with high technology industries to offer voluntary internships and mentoring programs;

3) Professional development programs including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel that –

    a) will provide in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, effective teaching skills based on research, and effective practices to improve parental and community involvement, and
    b) will help teachers and personnel to assist students in meeting the State adjusted levels of performance,
    c) will support education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry, and

d) is integrated with the professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

4) Support for technical education programs that improve the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects;

5) Providing preparation for nontraditional training and employment;

6) Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and, as appropriate, other entities such as employers, labor organizations, parents and local partnerships to enable students to achieve State academic standards, and vocational and technical skills;

7) Serving individuals in State institutions such as State correctional institutions and institutions that serve individuals with disabilities; and

8) Support for programs for special populations that lead to high skill, high wage careers.

The Act allows States to:

(1) Provide technical assistance for eligible recipients;

(2) Improve career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education decisions;

(3) Establish agreements between secondary and postsecondary vocational and technical education programs in order to provide postsecondary education and training opportunities for students participating in such vocational and technical education programs such as tech-prep programs;

(4) Support cooperative education;

(5) Support technical students organizations especially with respect to efforts to increase the participation of students who are members of special populations;

(6) Support public charter schools operating secondary vocational and technical education programs;

(7) Support vocational and technical education programs that offer experience in, and understanding of, all aspects of an industry which students are preparing to enter;

(8) Support family and consumer sciences programs;

(9) Support education and business partnerships;

(10) Support the improvement or development of new technical education courses;

(11) Provide technical education programs for adults and school dropouts that will allow them to complete their secondary school education; and

(12) Provide assistance to students, who have participated in services and activities under Title I, in finding an appropriate job and continuing their education.

An amount less than or equal to 1% of the total funds allocated to the State may be drawn from State Leadership funds to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities.

Not less than $60,000 and not more than $150,000 shall be used for services that prepare individuals for nontraditional training and employment.

The Act does not allow a State to use leadership funds to support administration.

STATE LEADERSHIP

State Board staff will carryout the required activities. Permissible activities will be carried out as dictated by statewide needs of the eligible recipients using funds under the Act.

CORRECTIONS

The State Board will allocate funds to the Wisconsin Department of Corrections to serve individuals incarcerated in State correctional institutions. The State corrections agency, in carrying out the technical education program for criminal offenders, will:

1. Give special consideration to providing services to offenders who are completing their sentences and preparing for release, and to establishing technacal education programs in correctional institutions that do not have such programs;
2. Provide technical education programs for women who are incarcerated;
3. Improve equipment; and
4. In cooperation with eligible recipients, coordinate technical education services to offenders before and after their release.

Funds may **only** be used for:

1. Technical education programs, with an emphasis on programs for incarcerated women, that are based on labor market projections of future employment trends so that offenders shall receive training for new, emerging, nontraditional and changing occupations.
2. The adoption of competency-based curriculum in technical education programs.
3. The purchase of equipment to meet or maintain parity in technical education programs with the equipment being used in the occupations that offenders are preparing to enter.
4. Coordination with other eligible recipients of technical education services for offenders before and after their release.

NONTRADITIONAL TRAINING AND EMPLOYMENT

State Board staff will provide leadership in the preparation of individuals for nontraditional training and employment.

STATE ADMINISTRATION

State Board staff will provide for the proper and efficient administration of the Act in Wisconsin.

III. PROGRAM ADMINISTRATION – DPI

A. The eligible agency will describe the vocational and technical education activities to be carried out, including activities that will be carried out by the eligible agency to develop, improve and expand access to quality, state-of-the-art technology in vocational and technical education programs.

DPI Secondary:

Model curriculum and program guides in agriculture education, business education, family and consumer education, health occupations education, marketing education and technology education are available statewide as are the standards for each of these program areas. Local districts determine which areas to offer within the structure of a comprehensive high school. Department consultants in these areas promote the use of alternative delivery methods including internet courses developed by postsecondary institutions, distance learning technology for use in multiple high school or combinations of high school and postsecondary settings, etc., and articulating cutting edge program creation for secondary and postsecondary credit.

With the support provided by Wisconsin's state-funded TEACH initiative, it is anticipated 100% of Wisconsin's 380 districts with high schools will be hooked up to the Internet by 2001. In addition, there is another state-funded program to enable local school districts to develop interactive capable hookups with other school districts, technical colleges and university campuses.

B. The eligible agency will describe the criteria it will use in approving applications by eligible recipients for funds under Perkins III.

DPI Secondary:

The Department will utilize an application review sheet, following the outline of the application package, with approvals based on the criteria contained in the 2000-2001 Carl D. Perkins Guide (copy available upon request).

C. The eligible agency will describe how such (vocational and technical education) programs will prepare vocational and technical students for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations.

DPI Secondary:

All secondary vocational education programs are developed with input from business, industry and labor experts including the use of DACUM panels. In addition, the various disciplines have a State Superintendent's Advisory Council to provide public and private sector input into program design and direction. Copies of the various groups and their respective membership lists are available upon request. In addition, using the state standards in the academic and vocational education areas facilitates articulating curriculum with postsecondary program curriculum.

D. The eligible agency will describe how funds will be used to improve or develop new vocational and technical education courses.

DPI Secondary:

Funds will be used to develop courses tied to postsecondary core curriculum, emerging occupations, and courses specifically designed to develop career awareness, leadership and employability skills. It should be further pointed out that all curriculum development is to be aligned with the state's academic or vocational education standards.

E. The eligible agency will describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

DPI Secondary:

Each vocational teacher professional organization will provide inservice, workshops and information conferences for vocational educators, administrators and guidance counselors. Professional development courses will be available to secondary schools for the purpose of curriculum development surrounding employability skills. Vocational and academic standards workshops are scheduled on an ongoing basis throughout the state. In addition, program area consultants are involved in the Department's program review and approval effort related to teacher preparation programs within their respective disciplines. Correspondingly, Department staff from the academic and guidance areas are also involved in the program review and approval of their teacher preparation programs as well. This is an ongoing effort within the Department administered through the Teacher Education and Licensing Team.

F. The eligible agency will describe how parents, teachers, local businesses (including small- and medium-sized businesses), and labor organizations will be actively involved in the planning, development, implementation, and evaluation of vocational and technical education programs.

DPI Secondary:

Involvement of the various parties occurs at different levels of program design and implementation. For state agency purposes, the Wisconsin Technical College System Board is used for review, comment and approval of the Perkins State Plan, including both secondary and postsecondary program improvement plans to be funded through the Act. In addition, the State's Council for Workforce Excellence (chief advisory body for the Workforce Investment Act, will be tapped for review and comment during the development of the full state plan next year. There are also the State Superintendent Advisory Committees described in section C, above, which provide input into the secondary program efforts. Locally, advisory bodies of various names (Education for Employment Councils, School-to-Work committees, local vocational education advisory committees) provide input into local program improvement design and implementation strategies. Local school boards are also utilized based on local administrative and policy-making structures. With the possible exception of locally elected school boards, each of the remaining bodies must contain private sector members with various areas of expertise to ensure secondary vocational programs continue to look forward in their ongoing developmental efforts. As such, they are also involved in local, and some state level, reviews of program outcomes.

G. The eligible agency will describe how the academic and technical skills of students participating in vocational and technical education programs will be improved and how students will be provided with strong experience in, and understanding of, all aspects of an industry. Improvement includes strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects.

DPI Secondary:

See sections A and C, above and section H, below, for descriptions of how the academic and vocational education standards established by the state foster integration of academic and vocational curriculum as well as fostering articulation with postsecondary curriculum. In addition, the use of employers in developing, designing, implementing and evaluating work-based learning options is intended to provide the work-based connections students need to learn about and have experience in a particular occupational area.

H. The eligible agency will describe how students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students.

DPI Secondary:

State standards have been developed in the following areas: Agricultural Education, Business, Dance, English Language Arts, Environmental Education, Family & Consumer Education, Foreign Languages, Health Education, Information and Technology Literacy, Marketing Education, Mathematics, Music Education, Physical Education, Science, Social Studies, Technology Education, Theatre Education, and Visual Arts Education. Each of the vocational education disciplines has developed crosswalks to the four core academic areas to show where vocational education curriculum both teaches and reinforces the state academic standards. Local school districts are required to adopt some version of the standards, whether these be the existing state standards, locally-developed standards or alternative standards. These standards form the basis for local curriculum development and will subsequently be tested statewide through various components of the Wisconsin Student Assessment System (WSAS) which includes testing of the core academic standards at the 4th, 8th , 10th and 12th grades.

I. The eligible agency will describe how local educational agencies, area vocational and technical education schools, and eligible institutions in the State will be provided with technical assistance.

DPI Secondary:

Wis. Stats. 115.28(30)(b) requires the Department to maintain 10.5 FTE consultant level positions in the following areas: Agriculture Education, Business Education, Family and Consumer Education, Marketing Education and Technology Education. These positions are the only required staff level positions in the agency and their primary role is to provide technical assistance in curriculum development, instructional practices and Vocational Student Organizations (VSO's). All of these positions are assigned to the Department's Lifework Education Team and are engaged in all aspects of administration of the secondary portion of the Perkins Act. The range of technical assistance goes from VSO leadership development to regionally-based provision of workshops, etc., for teachers, administrators and counselors on topics related to the various disciplines and federal and state initiatives. Most recently, such workshops have focused on how vocational education disciplines can align their curriculum to either teach or reinforce academic skills to be tested in the upcoming WSAS statewide testing program at selected points in a child's secondary education.

J. The eligible agency will describe how vocational and technical education relates to State and regional occupational opportunities.

DPI Secondary:

The overriding concept for K-12 schools participating in Perkins is the promotion of programmatic linkages which facilitate students' school to work transition by primarily focusing on the development of Tech Prep and work-based learning options.

Development of such options, especially the work-based learning methods such as Youth Apprenticeship and State Certified Skill Coops, are, by design, based on emerging occupational areas and are required to be developed in concert with private sector representatives of employers in such areas. In addition, local applicants are to describe projection and occupational trend information as a part of their applications for Perkins funds in addition to describing students needs, curriculum capacity, partnerships with the private sector, etc. that are all essential elements in program delivery. The final component to labor market need is the addition of a focus on nontraditional occupations which will be added to the student-based data collection system and into the project application process through the core indicators of performance.

For secondary purposes, work-based learning opportunities such as Youth Apprenticeship and State Certified Skills Coop Programs are based on statewide standards and learning criteria. Development of these options is based on employer input and current state labor market trends for emerging occupational areas. Labor market information from the state labor department is utilized for review and program component development, including curriculum development, is based on employer and educator input. Both programs are statewide in nature in that they are designed to be transportable to employers statewide and must follow state program delivery criteria as well as required program content.

K. The eligible agency will describe the methods proposed for the joint planning and coordination of programs carried out under Perkins III with other Federal education programs.

DPI Secondary:

The Departments of Public Instruction, Workforce Development, and Health and Family Services; the WTCSB; and the UW System all have representatives on an inter-agency program development workgroup. This group also includes representatives of both secondary and postsecondary practitioners and its primary purpose is to provide program direction and leadership for various policy bodies to review and comment on. In addition, each of these agencies and the Departments of Commerce, Corrections, and Tourism have assigned staff to work with the Council for Workforce Excellence which develops policy and program directions for the various titled programs under the Workforce Investment Act. Agency heads are appointed members to this Council with a majority of members coming from the private sector. The agency staff assigned to work with the Council develop the various policy papers, program design recommendations, etc., for the Council. This Council is appointed by the Governor of the State.

Coordination with various federal programs, including the WIA, occurs at both the state and local levels. In terms of state level coordination, WDPI staff are assigned to an inter-agency coordination group through the Department of Workforce Development (state labor department and fiscal agent for Wagner-Peyser, STWOA, WIA, etc.). This inter-agency group staffs the Council for Workforce Excellence, the advisory body for these programs and includes the State Superintendent of Public Instruction. In terms of local school districts, the Perkins Application guidelines require descriptions of the type, quantity and nature of the relationship between Perkins and other federal K-12 and employment-based education or employment programs, including the WIA. In addition, Wisconsin has developed a statewide network of Job Centers designed to serve both adults and youth as a 'one-stop' center for welfare/work-related services, programs and education or training options. Use of these centers varies from location to location in terms of K-12 school districts with the primary use being career exploration activities.

L. The eligible agency will describe how funds will be used effectively to link secondary and postsecondary education.

DPI Secondary:

Wisconsin's secondary goals and objectives all relate to establishing, expanding and enhancing secondary and postsecondary programs, services, and activities to facilitate students' school to work transition in high skill, high wage occupations. Staff development, curriculum development and articulation and training in alternative instructional methodologies are all key strategies to be utilized by local districts accessing federal Perkins funding.

The primary funding sources for cooperative secondary/postsecondary program activities occurs through the use of the 85% formula and Title II, Tech-Prep, funds. It is unknown at the time of this writing how much, if any, Title I State Leadership funds will be used in such activities because the primary state level strategy for such is through the Title II, Tech-Prep, funds whereby state level projects are developed and implemented in areas of benefit statewide (e.g. piloting development of curriculum, data collection, etc.) As per recent state statute, administration of the Title II, Tech Prep, funds have been transferred to the Governor's Work-Based Learning Board. The Department is participating in input sessions with this Board to determine future funding directions for the course of the four-year State Plan. The GWLB is further charged with reporting to the state legislature on its proposed use of Tech-Prep funds. A copy of the Board's final recommendations, including whatever strategies are determined to support secondary-postsecondary linkages, will be available by July 1, 2000.

M. As required by s. 427 of the General Education Provisions Act as amended, the eligible agency will describe the steps it will take to ensure equitable access to, and equitable participation in, the projects or activities to be conducted with funds available under the Act, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

DPI Secondary:

Beginning with the Transition Plan application process for local eligible recipients, the Department of Public Instruction included these requirements in various places within the funding application used by local eligible recipients. Specifically, it is included as one of the assurances as well as a required description in Section II.D.2 of the Local Profile Report. The description asks for eligible recipients to describe what specific strategies are being implemented to overcome barriers which result in lower rates of access or lower success in vocational technical education programs for all groups included in special populations and for students who are members of ethnic minorities. A copy of the 2000-2001 Carl Perkins Application containing these requirements is available upon request.

N. The eligible agency will describe the procedures in place to develop the memoranda of understanding outlined in section 121(c) of the Workforce Investment Act of 1998.

DPI Secondary: See the WTCSB response in section M, Program Administration – WTCSB, below.

O. The eligible agency will describe the procedures that will be taken by the State to assure coordination and nonduplication of effort between activities authorized under Perkins III and the other federal programs cited in section 112(b)(8) of the Workforce Investment Act of 1998 as they concern the provision of services only for postsecondary students and school dropouts.

DPI Secondary:

The secondary portion of the Wisconsin Perkins State Plan focuses on programs, services and activities for secondary in-school youth and returning youth, and therefore this section does not apply. See the WTCSB response in section N, Program Administration – WTCSB, below.

III: PROGRAM ADMINISTRATION -- TECH-PREP -- GWLB

A. The eligible agency will describe the competitive basis or formula that will be used to award grants to tech-prep consortia.

Governor's Work-Based Learning Board:

Funds are allocated on a statewide basis using the state's sixteen technical colleges as the core organization unit. Each consortium will be allocated a basic development and implementation grant of $70,000. In addition, a total of $526,082 will be allocated among the consortia by a formula based on two factors:

- the number of tenth graders within each service area compared to the state total; and
- the number of high schools within each service area compared to the state total.

These two factors were added to provide additional funding based on concentrations of students and compensate for larger geographic areas served by rural parts of the state.

B. The eligible agency, as appropriate, will describe how special consideration will be given to applications that address the areas identified in Sec. 205(d).

Governor's Work-Based Learning Board:

Because the Tech-Prep grants are allocated on the basis of a basic grant and a formula, this provision is not appropriate to the use of the funds available to the State under Title II of Perkins III.

C. The eligible agency will describe how an equitable distribution of assistance between urban and rural consortium participants will be ensured.

Governor's Work-Based Learning Board:

See the Description under A., above.

D. The eligible agency will describe how tech-prep programs will be evaluated using the system of core indicators and levels of adjusted performance established under the provisions of Sec. 113.

Governor's Work-Based Learning Board:

The performance of secondary level students in Tech-Prep programs will be measured through application of the Core Indicators of Performance established by the Department of Public Instruction for secondary vocational and technical education students as part of the evaluation of all students covered by the secondary level Core Indicators (see Part IV, Accountability and Evaluation – DPI, below) The performance of postsecondary level students in Tech-Prep programs will be measured through application of the Core Indicators of Performance established by the State Board for postsecondary technical education students as part of the evaluation of all students covered by the postsecondary level Core Indicators (see Part IV, Accountability and Evaluation – WTCSB, below).

E. The eligible agency will describe how data will be collected to address the reporting requirements in Perkins III (which are to be addressed in performance reporting).

Governor's Work-Based Learning Board:

There are three data collection systems which provide program improvement result information: The Department of Public Instruction's Vocational Education Enrollment Reporting System (VEERS), an individual student-based system which collects high school youth enrollment, participation and completion data; the Department's PI-8101 (Annual Tech Prep Report) which collects aggregate tech prep program activity information, and the WTCSB's Client Reporting System which collects program enrollment, participation and completion data for individuals enrolled in all programs with the technical college system. These systems document student enrollment, participation and completion of Tech Prep program activities.

III. PROGRAM ADMINISTRATION – WTCSB

A. The eligible agency will describe the vocational and technical education activities to be carried out, including activities that will be carried out by the eligible agency to develop, improve and expand access to quality, state-of-the-art technology in vocational and technical education programs.

WTCSB Postsecondary/Adult:

The State Board does not propose to use Perkins funds for developing, improving or expanding access to quality, state-of-the-art technology. Eligible recipients, in their applications for funds, may propose to use the Perkins funds available to them for these purposes, but the request must be made in the context of one or more of the allowable activities the Board has identified, see I., Proposed Uses of Funds, Formula Funds for Eligible Recipients, above.

Eligible recipients are expected to keep their programs current in all respects with the state of the industry and occupations that students are preparing to enter. The State Board also administers State General Purpose Revenue (GPR) funds specifically targeted to education and training for New and Emerging Occupations. Up to 25% of a district's total funds (GPR plus match) for an approved project may be used by a WTCS district for the purchase or lease of high-cost instructional equipment. (Reference: General Purpose Revenue, GPR Guidelines, 2000-2001.)

B. The eligible agency will describe the criteria it will use in approving applications by eligible recipients for funds under Perkins III.

WTCSB Postsecondary/Adult:

The criteria the State Board will use in approving applications by eligible recipients may be found in its Perkins III Guidelines, 1999-2000, under Application Review.

C. The eligible agency will describe how such (vocational and technical education) programs will prepare vocational and technical students for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations.

WTCSB Postsecondary/Adult:

The WTCS districts provide a wide variety of technical education opportunities that are designed to meet the needs of students as well as of business and industry. These programs include programs leading to high skill, high wage jobs in current and emerging occupations as well as those leading other jobs. While some of the programs offered by the WTCS districts provide education and training for employed persons, e.g., the associate degree Supervisors Management program, most programs are designed to provide the level of education and training required for entry level employment. In addition, many programs provide the graduate with the necessary background to take advantage of advancement opportunities available to entry level employees after they have gained the requisite experience in the specific enterprise in which they are employed.

While program selection is made by the individual, career guidance and counseling is available at all WTCS campuses for individuals who are uncertain about their interests and abilities or are undecided about what career they wish to pursue.

D. The eligible agency will describe how funds will be used to improve or develop new vocational and technical education courses.

WTCSB Postsecondary/Adult:

The State Board is requiring eligible recipients to use 15% of the Perkins formula funds for improving or developing new technical education courses and other allowable activities. Eligible recipients, in their applications for funds, may propose to use the Perkins funds available to them for these purposes, but the request must be made in the context of one or more of the allowable activities the Board has identified under General Program Improvement, see Part II, Program Administration – WTCSB, above.

Eligible recipients are expected to keep their programs current in all respects with the state of the industry and occupations that students are preparing to enter. The State Board also administers State General Purpose Revenue (GPR) funds specifically targeted to develop new programs or modify or expand existing programs in order to meet the education and training requirements of New and Emerging Occupations. These funds may be used to provide for the development of curriculum and the direct technical core instruction for programs new to the State, and for the modification of curriculum and the associated direct technical core instruction for existing programs which address emerging knowledge and skill training needs. (Reference: General Purpose Revenue, GPR Guidelines, 2000-2001.)

E. The eligible agency will describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

WTCSB Postsecondary/Adult:

All WTCS personnel must be certified according to State Board or district criteria. The State Board certifies all program instructors and guidance and administrative personnel. The WTCS districts are responsible for adult and continuing education staff. Both new and continuing staff are responsible for meeting certification requirements

General Purpose Revenue (GPR) funds administered by the State Board for New and Expanding Occupations may be used by WTCS districts for instructional staff development. In addition, GPR funds are reserved specifically for Faculty Development activities to promote instructor awareness of, and expertise in, a wide variety of newly emerging technologies; the integration of learning technologies in curriculum and instruction; and the use of instructional methods that involve emerging technologies. (Reference: General Purpose Revenue, GPR Guidelines, 2000-2001.)

State Board staff will provide in-service training for technical, academic, and guidance personnel with Perkins funds available to the Board for State Leadership Activities.

F. The eligible agency will describe how parents, teachers, local businesses (including small- and medium-sized businesses), and labor organizations will be actively involved in the planning, development, implementation, and evaluation of vocational and technical education programs.

WTCSB Postsecondary/Adult:

State and local advisory committees are involved in all phases of program planning, development, implementation and evaluation. Each district has published policies, criteria and procedures for establishing and maintaining active occupational program advisory committees for all approved programs. Ad hoc committees are required to be involved in the development of new programs. Committee membership reflects the target jobs of the programs as well as the communities being served. The committees serve to keep programs technologically current and responsive to the needs of the workforce. In any given year, approximately 10,000 individuals will be serving on one or more of these committees at the local level.

G. The eligible agency will describe how the academic and technical skills of students participating in vocational and technical education programs will be improved and how students will be provided with strong experience in, and understanding of, all aspects of an industry. Improvement includes strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects.

WTCSB Postsecondary/Adult:

Integration of Academic and Technical Skills

State Board policy requires that all programs offered by WTCS districts shall be approved by the Board and shall be developed according to the provisions established by the Board. State Board Administrative Bulletin AB 95-03 and, by reference, the Board's Educational Services Manual, contains the requirements that programs must meet in order to qualify for approval by the Board. All occupational programs lead to an Associate of Applied Science or Arts degree, or a Technical Diploma (three of the sixteen districts may also offer a College Parallel program leading to an Associate of Arts or Science degree). Certificates may be granted by a district at its discretion except that Advanced Technical Certificates must be approved by the Board.

The provisions governing program approval require the integration of academic and vocational subjects according to the following criteria:

Associate Degree:

Occupational Specific courses:	32 Credits Minimum
Occupational Supportive courses:	11 Credits Minimum
General Education courses:	15 Credits Minimum
Elective courses:	6 Credits Minimum

Technical Diploma:

Technical Diploma programs may be of short term (less than one year), one year, or two years in length. The length of a diploma program depends upon the requirements of the occupation for which the program is providing entry level (and sometimes advanced) job skills. Academic subject matter is integrated into a specific program to the extent required by the occupation; generally, the short term programs do not require more than the ability to read, write, and compute at the level expected of a high school graduate. On the other hand, one- and two-year programs generally provide advanced academic skills as necessary for employment in the target occupation or occupational area.

Occupational Specific courses:	70 to 100 Percent of Courses
Occupational Support/General Education Courses:	30 Percent of Courses Maximum

Occupational Specific, Occupational Supportive, and General Education courses are defined as follows:

Occupational Specific: Courses which contain content directly related to a specific occupational area and reflect the entry level functions of the target job(s).

Occupational Supportive: Courses which support or form the foundation for the occupational content of the program. These courses may be drawn from natural science, mathematics, social and behavioral science, communication skills, and other appropriate disciplines. Courses which are occupational specific in one program may be occupational supportive in another.

General Education: Courses which relate to the effective functioning of the individual in both occupational and community settings.

A review of program curriculums found that academic subject matter necessary for employment was provided in integrated courses in either Occupational Specific Courses or in Occupational Supportive Courses. For example, the Associate Degree Marketing program contains a course on retailing which provides, among other skills, the mathematical competencies necessary for pricing products, and calculating mark-ups on discounts. On the other hand, machine tool programs generally provide the mathematical competencies in Occupational Supportive courses which use examples from the machine trades.

H. The eligible agency will describe how students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students.

WTCSB Postsecondary/Adult:

Thirteen of the sixteen WTCS districts are only authorized to offer occupational programs of instruction and therefore the same challenging academic proficiencies are taught to all students. The other three districts are authorized to offer a College Parallel program. In these districts, College Parallel courses may be used to meet graduation requirements in any of the other programs when the College Parallel course is appropriate to the program. In addition, and as appropriate, Occupational Associate Degree courses may be used to meet College Parallel program requirements and vice versa. In these latter three districts, then, technical education students are taught to the same challenging academic proficiencies as are taught to all students.

I. The eligible agency will describe how local educational agencies, area vocational and technical education schools, and eligible institutions in the State will be provided with technical assistance.

WTCSB Postsecondary/Adult:

The State Board is responsible by State Statute for overseeing the operation of the Wisconsin Technical College System. In carrying out their job duties, Board staff routinely provide technical assistance to the WTCS districts and other eligible institutions.

J. The eligible agency will describe how vocational and technical education relates to State and regional occupational opportunities.

WTCSB Postsecondary/Adult:

Before a WTCS district can offer a technical education program, it must obtain the approval of the State Board to offer the program. Any WTCS district seeking State Board approval to offer an occupational program must demonstrate that there will be jobs available for graduates of the proposed program. When a district indicates an interest in offering a program, State Board staff review the relevant labor market information available from the State's Department of Workforce Development on current and projected employment for the target occupation(s) at the State and local levels. Relevant U.S. Department of Labor information, such as that contained in the Occupational Outlook Handbook, is also compiled and sent to the interested district.

After reviewing the available State and national information, a district deciding to proceed with the program approval process is required to conduct a survey of need and to establish an ad hoc advisory committee to ensure that the proposed program will be designed to provide the competencies necessary for entry level employment.

In addition, State Board and district program review processes are set up to identify, among other things, programs with graduates who do not find employment in acceptable numbers. (See also Part III, Accountability and Evaluation – WTCSB, below.)

K. The eligible agency will describe the methods proposed for the joint planning and coordination of programs carried out under Perkins III with other Federal education programs.

WTCSB Postsecondary/Adult:

The State Board and Departments of Workforce Development, Health and Family Services, and Public Instruction have representatives on an inter-agency program development workgroup. This group also includes representatives of both secondary and postsecondary practitioners and its primary purpose is to provide program direction and leadership for various policy bodies to review and implement as appropriate.

In addition, each of these agencies and the Departments of Commerce and Corrections are represented on and have assigned staff to work with the Council on Workforce Investment which develops policy and program directions for several programs supported by funds available under the Workforce Investment Act (WIA), P.L. 105.220. Agency heads are appointed members to this Council with a majority of members coming from the private sector. The agency staff assigned to work with the Council develop policy papers, program design recommendations and etc., at the direction of the Council. This Council is appointed by the Governor of the state.

Staff from the State Board and the University of Wisconsin System sit on two joint committees in order to provide coordination between the two systems. The Joint Administrative Committee on Academic Programs ensures nonduplication of programming between the two systems and supports opportunities where the two systems can work together in serving the adult population of the State. The Committee also addresses other issues of common concern such as the transfer of credit between the institutions comprising each system, future programming trends, technology transfer and professional development opportunities. The Joint Administrative Committee on Physical Facilities deals with cooperation in the development and use of, including the sharing of, facilities.

As the administrative agency in the State for the Adult Education and Family Literacy Act, Title II of P.L. 105-220, the State Board coordinates the use of funds available under the AEFLA with all other funds administered by the Board. It is the intent of the Board that funds available under the AEFLA will be used to provide basic education to those persons in need of such education while Perkins funds may be used to provide remedial instruction to persons who have mastered the basic academic skills, are enrolled in technical education programs and find themselves in need of educational assistance in order to succeed in one or more of their courses.

Each of the 16 WTCS districts has an AEFLA advisory committee as required by Board policy. These committees implement the local participatory planning requirement for the AEFLA. The committee representatives are selected from recommendations made by WTCS and State Board personnel, representatives of associations, target populations and public and private agencies.

The committees have, on a statewide basis, representatives from business and industry, labor unions, public and private agencies and institutions, churches, fraternal and voluntary organizations and community agencies.

The committee members have the opportunity to review and make recommendations on district proposals and a draft of the AEFLA State plan. The committees meet at least once a year and the members may comment on district intentions and on how these are related to the AEFL State plan goals and objectives as well as on how the State goals and objectives are being met. The committees make recommendations for future activities. The Board and district personnel also work with committee members to involve them in district program development and other activities such as in-services for instructors.

The State Board requires that AEFL activities be coordinated with the activities of other local agencies through the Core Coordination Document process (see section N, below).

L. The eligible agency will describe how funds will be used effectively to link secondary and postsecondary education.

WTCSB Postsecondary/Adult:

Coordination between secondary and postsecondary vocational and technical education occurs at both the state and local levels. At the State level, the Superintendent of Public Instruction is a member of the State Board while the personnel of both agencies work closely in coordinating a variety of programs including the Perkins Act. Secondary and postsecondary vocational and technical education are effectively linked through the Tech-Prep program as provided for in Title II of the Perkins Act. (See Part III, Program Administration – Tech-Prep, above.) In addition, several other initiatives are coordinated with or contribute to the connection between secondary and postsecondary vocational and technical education:

- The state's Youth Options program is jointly administered and promoted by the State Board and the Department of Public Instruction. Under this program, high school juniors and seniors have the right to take postsecondary courses in occupational and academic areas that are counted for both high school and college credit. This program is successfully bringing an increasing number of high school students into postsecondary programs.

- The two state agencies collaborate on creating and articulating statewide secondary and postsecondary school and work-based learning experiences in occupational areas. One-year co-op programs in areas such as Production Agriculture and Business have been jointly designed and articulated. Two-year Youth Apprenticeship programs are offered in 20 areas and involve appropriate advanced standing agreements between the two systems.

- State Board and DPI staff jointly provide information relating labor market information to WTCS occupational programs in order to help secondary students understand the opportunities and outcomes available to them through the WTCS system.

M. As required by s. 427 of the General Education Provisions Act as amended, the eligible agency will describe the steps it will take to ensure equitable access to, and equitable participation in, the projects or activities to be conducted with funds available under the Act, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

WTCSB Postsecondary/Adult:

Each Wisconsin Technical College district is required by system policy to comply with all applicable federal and state equal opportunity, equal employment opportunity, non discrimination, accommodation, and affirmative action laws, rules, orders and policies. Districts are required to adopt policies on and to provide equal educational opportunities and non-discriminatory treatment, including freedom from harassment and retaliatory actions, to all current and prospective students in all areas including, but not limited to: recruitment, course and program access, admissions, curricula, student policies and application, counseling, prevocational and job placement services, physical education and athletics, financial assistance, work study programs, apprentice training, housing and extracurricular activities.

In addition, each district is required to ensure equal employment opportunity and freedom from discrimination, including freedom from harassment and retaliation, for all employees and prospective employees whether on a paid or non-paid basis. Each district is required to annually publish official notices and statements of its policy of non discrimination in educational and employment programs and services.

The Wisconsin Technical College System Board also requires each district to develop and file a formal five year equal opportunity/affirmative action plan with the state board. Each year subsequent to the development of the five year plan, every district must prepare and submit to the State Board an annual progress report indicating the district's equal opportunity/affirmative action efforts and its progress in meeting the goals and objectives outlined in the five year plan. State Board staff audits these reports and provides comments or performs on site visits to insure progress in the implementation of projects or activities to insure or improve equal opportunity.

The State Board has a current methods of agreement contract with the Office of Civil Rights, U.S. Department of Education. The state office, under this agreement, annually conducts two on site equal opportunity compliance visitations to districts selected under strict selection criteria. In addition, under this contract, follow up visitations are conducted to campuses who have filed voluntary compliance plans to correct deficiencies uncovered in previous on-site reviews. Finally, technical assistance is provided to districts for the administration of equal opportunity laws, rules and regulations for both students and staff; training sessions are conducted at district locations; and reports, statistics and other information is gathered on an on going basis by the State Board to insure compliance.

District facilities are required to be approved by the State Board. The State Board employs a district facilities consultant who is responsible to assure, among other things, that all facilities meet applicable accessibility laws, rules and regulations. A buildings facilities plan is required and matters of accessibility are addressed.

In addition to proactive methods to insure equal opportunity, each district is required to have complaint procedures available for both students and staff related to equal opportunity matters. The State Board monitors complaints filed and settlements or solutions to these situations. A complaint procedure is also available to employees and similar monitoring is conducted by the State Board staff.

Each eligible recipient applying for funds under Perkins III is required to include in its application its "Notice of Non-Discrimination" statement stipulating compliance with the requirements of State and Federal equal opportunity and affirmative action laws and regulations.

The Board also is authorized by State Statute to use State funds available to it to fund, on a competitive basis, district activities that serve to increase the number of minority students who successfully enroll in, remain in, and graduate from technical education programs which offer high earning potential for graduates.

N. The eligible agency will describe the procedures in place to develop the memoranda of understanding outlined in section 121(c) of the Workforce Investment Act of 1998 (WIA).

WTCSB Postsecondary/Adult:

The following material is excerpted from the Department of Workforce Development's "Local Plan Guidelines;" Part V., One-Stop Delivery System; Section C., Memorandum of Understanding (MOU). The Guidelines provide instructions to local Workforce Development Boards for the development of their local plans for Title I funds under the Workforce Investment Act (WIA). References to the WIA included in the Guidelines are not included in this excerpt and some minor editing changes have been made.

C. Memorandum of Understanding (MOU)

The MOU is the document in which partners make a commitment to the WDB and to each other on how they will provide and coordinate their services through the One-Stop delivery system. The MOU is to reflect quality customer service, including access to services, as the priority and serve as one of the major vehicles for achieving the overall vision and goals of the WDB for the area. There may be a single MOU or multiple MOU's in an area depending on the design of that area's One-Stop delivery system and the preference of the WDB or any of the partners.

1. Process/Approach

a. Describe the process used to develop the MOU(s).
b. Provide copies of the signed MOU(s) or a status report on the negotiations of MOU(s) not yet signed. NOTE: Copies of signed MOU(s) must be provided by 06/01/00. Final plan approval is contingent upon receipt of all signed MOU(s).

2. Contents of the MOU

The MOU may be expanded to accommodate local needs. Per the WIA and Interim Final Regulations, at a minimum the MOU(s) is to contain:

a. All required parties to the MOU(s), which at a minimum include the WDB, the Chief Local Elected Officials, and the One-Stop Partner(s) included in that MOU.
b. How applicable core services will be provided through the One-Stop delivery system.
c. How access to intensive and training services will be provided through the One-Stop delivery system and throughout the WDA.
d. How the costs of such services and the operating costs of the system will be funded, including funds to create and maintain the One-Stop delivery system.
e. Methods of referral of individuals between the One-Stop operator and the One-Stop partners for the appropriate services and activities.
f. The duration of the MOU(s) as well as procedures for amendment and termination.
g. Other provisions, consistent with the requirements of WIA, as the parties to the agreement determine to be appropriate.

O. The eligible agency will describe the procedures that will be taken by the State to assure coordination and nonduplication of effort between activities authorized under Perkins III and the other federal programs cited in section 112(b)(8) of the Workforce Investment Act of 1998 (WIA) as they concern the provision of services only for postsecondary students and school dropouts.

WTCSB Postsecondary/Adult:

The implementation of the Workforce Investment Act in Wisconsin has been deferred until July 1, 2000, as permitted by the provisions of the WIA.

It is likely that the procedures for coordination and ensuring nonduplication of effort will be extensions of the methods currently in place to coordinate programs among the responsible agencies. The State Director of the WTCSB is a member of the Council on Workforce Investment under the WIA as the State Board is the lead State agency responsible for postsecondary technical education under Perkins III as well as for the Adult Education and Family Literacy Act.

The WIA Transition Plan developed by the Department of Workforce Development (DWD) describes how the Department plans to make the transition from the Job Training Partnership Act (JTPA) to the Workforce Investment Act. It identifies the Workgroups set up on the issues of Governance, Performance Measures, One-Stop Issues, Local Service Setting, and Statewide Issues. These groups included representatives of several divisions within DWD as well as representatives of the Technical College System (both from the State Board and WTCS districts), local Private Industry Councils and Workforce Development Boards, and other local organizations.

The Local Plan Guidelines for the Comprehensive WIA Plan required of each local Workforce Development Area requires the local Workforce Development Boards to describe:

"how the ongoing collaboration and broad communication functions of your area's LCPT (Local Collaborative Planning Team) will be incorporated into the WDB or an alternative entity's activities and structure, and over what time period, or at a minimum, what linkages will be established to ensure coordination throughout the WDA." (Comprehensive WIA Plan. Local Plan Guidelines, 11/99.)

IV. ACCOUNTABILITY AND EVALUATION -- DPI

A. The eligible agency will describe the procedures it used to obtain input from eligible recipients in the development of its performance measures.

DPI Secondary:

The Department conducted a one-day workshop on December 18, 1998, for the purpose of soliciting input into the secondary state plan for Perkins III, including the Core Indicators of Performance. Invitees included representatives of local eligible recipients, other state agencies involved with the Workforce Investment Act, the Vocational Rehabilitation Act, and etc. Input gathered at this workshop was used in developing the base Core Indicators of Performance for secondary programs.

B. The eligible agency will identify and describe its measures and proposed levels of performance.

DPI Secondary – Data Background:

The Department's Vocational Education Enrollment Reporting System (VEERS) provides for the collection of student-based data from eligible recipients for use in determining eligible recipient achievement in terms of the Core Indicators of Performance. Based on the initial input session and subsequent staff work within the Department, the following Core Indicators and Levels of Performance are proposed.

DPI Response: Core Indicator #1

The Department is proposing to establish two separate methods to ascertain student attainment of academic and vocational technical skill proficiencies based on challenging state standards.

Academic: While Wisconsin does have a statewide, universal student assessment system, it does not include juniors and seniors in Wisconsin high schools. A high stakes graduation test is being developed, but will not be usable for Perkins III accountability purposes. Wisconsin statute 118.33 does require a minimum of credits to be earned by all students in order to obtain a high school diploma. These credits cover the areas of English/Language Arts (4 credits); Social Studies (3 credits), Science (2 credits); Mathematics (2 credits), Physical Education (1.5 credits), and Health Education (0.5 credits). Further, Wisconsin statute 118.30(1g)(a)1. states that: "1. By August 1, 1998, each school board shall adopt pupil academic standards in mathematics, science, reading and writing, geography and history..." This statute requires all school districts to adopt either the state or other curriculum standards so students achieve according to grade level learner outcomes developed in line with the Wisconsin Student Assessment System. (Copies of the curriculum standards for the core required course areas are available upon request.) Given that Wisconsin school districts use different Carnegie unit methods by which students earn these credits, the Vocational Education Enrollment Reporting System (student data reporting system for schools participating in secondary Carl Perkins funding) will be revised to gain numbers of students who are achieving these credits in line with their school district's credit-granting methodology. This measure is proposed in that progress towards the required academic graduation requirements is the sole common method by which student achievement against state-established standards can be measured.

Vocational/Technical: While there is no state statute requiring student attainment of credits towards graduation in the vocational/technical skill area, Wisconsin does have a variety of work-based learning programs offering state certificates based on statewide standards of skill attainment. The four current areas include Youth Apprenticeship, Cooperative Education Certified Skills, a variety of industry-certified programs (based on either state or national industry skill standards), and the new Employability Skills Certificate Program (based on SCANS). (Copies of the Program Guidelines are available for these areas.). In the remaining years of the Act, the Department will develop a secondary program approval system whereby secondary vocational-technical programs can be approved based on the state-recommended standards in the respective vocational technical program areas.

Primary Indicator Equation –

$$\frac{\#\ \text{VEC-SC}}{\#\ \text{VEC-U}} > 90\%$$

# VEC-SC: Number of Vocational Education Concentrators with sufficient credits to move onto the next grade level or graduate.

# VEC-U: Vocational Education Concentrator Universe.

Proposed Level of Performance: Secondary vocational concentrators will earn sufficient credits to move to the next level or to graduate at a rate greater than 90%. (Percentage based on analysis of past completion status reports.)

Sub-Indicator Equation –

$$\frac{\#\ \text{VEC-CR-SC}}{\#\ \text{VEC-CR-U}} > 93\%$$

# VEC-CR-SC: Number of Vocational Education Concentrators participating in VE credentialing program with sufficient credits to move onto the next grade level or graduate.

# VEC-CR-U: Vocational Education Concentrator participating in VE credentialing program Universe.

Proposed Level of Performance: Secondary vocational concentrators participating in a VE credentialing program with sufficient credits to move to the next level or to graduate will be at a rate greater than 93%. (Percentage estimated by analysis of past completion status reports. Such data has not been collected before.)

DPI Response: Core Indicator #2

High school completion data is already a part of Wisconsin's VEERS system. While both the GED and HSED (High School Equivalency Diploma) are available to non-high school graduates within the state, the guidelines for both do not include testing completion or credential award of either while an individual is still of high school attendance age and their entering class has not yet graduated. (It is further noted that data for both is contained in a data system prescribed by the national GED office and follows a calendar rather than a program year.) Therefore, Wisconsin is not proposing to include data regarding either GED or HSED attainment as a part of its secondary Perkins reporting.

Primary Indicator Equation –

$$\frac{\#\,\textbf{VEC-C1}}{\#\,\textbf{VEC-12U}} \quad > 93\%$$

# VEC-C1: Number of Vocational Education Concentrator seniors with C1 completion code.

# VEC-12U: Vocational Education Concentrator senior Universe.

Proposed Level of Performance: Secondary vocational concentrators will earn sufficient credits to graduate at a rate greater than 93%. (Percentage based on analysis of past completion status reports.)

Sub-indicator : Wisconsin is proposing to use the same data as collected for the vocational/technical skill attainment for Core Indicator #1 to meet the sub-indicator of earning a credential in conjunction with a secondary school diploma.

Sub-Indicator Equation –

$$\frac{\#\,\textbf{VEC-CR-C1}}{\#\,\textbf{VEC-CR-12U}} \quad > 94\%$$

# VEC-CR-C1: Number of Vocational Education Concentrator seniors participating in VE credentialing program with C1 completion code.

# VEC-CR-12U: Vocational Education Concentrator seniors participating in VE credentialing program Universe.

Proposed Level of Performance: Secondary vocational concentrators participating in a VE credentialing program with sufficient credits to graduate will be at a rate greater than 94%. (Percentage estimated by analysis of past completion status reports. Such data has not been collected before.)

DPI Response: Core Indicator #3

Wisconsin historically achieves around a 70% return rate for the followup study which in turn gives us a very good idea on what completer students are engaged in after their secondary experience, The Department conducts this followup approximately nine months after graduation from high school.

Primary Indicator Equation –

$$\frac{\#\ \text{VEC-C1(XR)}}{\#\ \text{VEC-C1(UR)}} > 90\%$$

# VEC-C1(XR): Number of Vocational Education Concentrator seniors with C1 completion code responding to Follow-up with a positive educational or employment status code.

# VEC-C1(UR): Number of Vocational Education Concentrator seniors with C1 completion code responding to Follow-up universe.

Proposed Level of Performance: Indicated in the formula above.

DPI Response: Core Indicator #4

Wisconsin recognizes six vocational/technical disciplines: Agriculture Education, Business Education, Family and Consumer Education, Health Occupations, Marketing Education and Technology Education. Based on the program guidelines and standards for these areas in Wisconsin, a crosswalk will be generated from program enrollment CIP codes to nontraditional occupations. This crosswalk will follow the 25/75 gender split as per Perkins III and be reported on a state aggregate basis. Any program area offered at a local district with 5 or more enrollees will be included in the annual local district evaluation of performance.

Proposed Level of Performance: Increase the percentage of nontraditional student enrollment in programs by 1% over the course of the Four-Year Plan.

C. **The eligible agency will describe its plan for establishing levels of performance for its measures of the core indicators.**

DPI Secondary:

Either the proposed levels of performance described in B, above, or adjusted levels of performance as negotiated with the Secretary will be used to measure the performance of secondary level vocational and technical education students for the first two years of the planning period.

D. The eligible agency will describe how it will annually evaluate the effectiveness of vocational and technical education programs; and, to the extent practicable, how it is coordinating such programs to ensure nonduplication with other existing Federal programs.

DPI Secondary:

The primary vehicle for performance outcome review will be through section 4 of the local application that covers LEA performance against the Core Indicators of Performance. Additional program outcomes included in local applications will be dealt with in an annual performance report to be submitted to the Department for aggregation into the Annual Performance Report to the Department of Education. Various other pieces of the local application contain fiscal and program coordination information that is designed to maximize the impact of these federal funds when used in concert with other federal and/or state funding sources for improving K-12 education systems.

E. The eligible agency will describe how data relating to students participating in vocational and technical education will be reported in order to adequately measure the progress of the students, including special populations.

DPI Secondary:

Eligible recipients are required to report data to the Department according to the procedures set forth in the Vocational Education Enrollment Reporting System (VEERS), an individual student-based system which collects high school youth enrollment, participation and completion data including data on special populations. The Vocational Education Enrollment System reporting handbook includes a full description of the cells of information requested, reporting format, and timelines for this system; including the proposed Core Indicators of Performance (a copy has been forwarded to the U.S. Department of Education). Based on successful negotiation of the proposed Levels of Performance, the DPI will integrate the needed changes and conduct field training with data reporting staff statewide prior to implementation of the newly revised system.

F. The eligible agency will describe how it will ensure the completeness, accuracy and reliability of data reported to it by local educational agencies and eligible institutions under Perkins III.

DPI Secondary:

The department maintains 1.0 FTE professional management information position dedicated to the student database associated with the Perkins act. This position provides ongoing technical assistance in the submission of enrollment and follow-up data related to students involved with programs assisted by the Act. One of the main strategies employed to ensure local district submission of accurate data is a series of regional workshops for data managers and others responsible for the collection and submission of the data requested through the VEERS system. The next series of workshops will be held as soon as possible once the negotiated levels of performance related to the core indicators of performance are established.

G. The eligible agency will describe the common data collection and reporting processes used for the programs and activities described in s. 112(b)(8) of P. L. 105-220, the Workforce Investment Act (WIA) of 1998, as required by s. 112(b)(8)(B) of that Act as they concern the provision of services only for postsecondary students and school dropouts.

DPI Secondary:

See the WTCSB response in section G, Accountability and Evaluation – WTCSB, below.

IV. ACCOUNTABILITY AND EVALUATION – WTCSB

The Act requires the State Board, with input from eligible recipients, to establish performance measures for the State that consist of:

1. Required core indicators of performance,
2. Any additional indicators of performance the Board wishes to develop, and
3. Levels of performance which are to be negotiated with the Secretary of the U.S. Department of Education.

The core indicators of performance are required to measure:

1. Student attainment of challenging State established academic, and vocational and technical, skill proficiencies;

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;

3. Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment; and

4. Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

For each core indicator of performance that is established by the State, the Board is to establish a level of performance that:

1. Is expressed in a percentage or numerical form so as to be objective, quantifiable, and measurable; and

2. Requires the State to continually make progress towards improving the performance of vocational and technical education students.

The levels of performance proposed by a State for each core indicator must be agreed to by the Secretary of the U.S. Department of Education. If the Secretary believes that the proposed levels of performance do not meet either of the two preceding conditions, the Secretary is to negotiate adjusted levels of performance with the State Board. In either case, the levels of performance agreed to by the Board and the Secretary are to be known as the State's "adjusted levels of performance" and are to be included in the State plan.

A. The eligible agency will describe the procedures it used to obtain input from eligible recipients in the development of its performance measures.

WTCSB Postsecondary/Adult

The proposed Core Indicators and Levels of Performance were included in the 1999-2000 Guidelines for applying for Perkins funds. Eligible recipients were encouraged to comment on the proposed indicators and levels and a specific Board contact person was identified. Representatives of the eligible recipients were more intensively involved in setting proposed Levels of Performance during the transition year (see section C, below).

B. The eligible agency will identify and describe its core indicators and proposed levels of performance.

WTCSB Postsecondary/Adult

The proposed Levels of Performance are based on data submitted to the State Board by the 16 Wisconsin Technical College Districts among which the State is divided. The Wisconsin Consortium of Indian Controlled Community Colleges is a recent participant in the Perkins program and did not have the historical data needed for inclusion in the data used to establish the Levels of Performance proposed for the Core Indicators described in this section.

Performance Area #1: Student Attainment of Skill Proficiencies

For performance area #1, the State is to establish a core indicator or indicators and set a level or levels of performance that will measure *student attainment of challenging state established academic, vocational, and technical skill proficiencies.* For the postsecondary level, the State Board's core indicator will be student attainment of a postsecondary degree or credential.

Core Indicator #1:

Postsecondary technical education programs provide students with the skills needed for employment. Neither academic nor technical skills are offered in these programs that are not directly required or recommended for entry level employment or advancement in a career field. As such, graduation from a technical education program provides a good measure of how well students are attaining skill proficiencies.

Under Perkins II, the Board used a measure based upon the number of graduates in a given year divided by the number of full- and part-time students (expressed as Full-Time Equivalents) enrolled in technical education programs. While this method yields an annual "snapshot" of performance, it can be significantly affected by influences that are not related to student performance. Rapid increases or decreases in the number of students enrolled in programs or changes in the procedures individual districts use to accept students into programs can distort the validity of the measure.

As a result of these considerations, the Board will establish annual cohorts of first-time, full-time students in the same manner as the Base Cohorts described below were established. The Core Indicator will be the graduation rate of these students over a period of three years per cohort. The performance of the 1995-96 cohort will be used as the baseline against which performance will be measured.

Proposed Level of Performance:

The graduation rate for all students in the 1999-2000 cohort will be .5% above the 1995-96 baseline within a range of +/- 0.5% within three years of matriculation. This rate will be maintained for the 2000-2001 cohort. The graduation rate for all students in the 2001 and succeeding cohorts will be 1% above the 1995-96 baseline within a range of +/- 0.5% within three years of matriculation.

1. The Board established three cohorts of first-time, full-time students for the years 1993-94 through 1995-96.

   How the Base Cohorts Were Established

   a. Cohorts only contain students that the WTCS districts accepted into Associate Degree (10); or Short-Term (30), One-Year (31) or Two-Year (32) Technical Diploma, programs. [The numbers in parentheses are State Board identifiers for types of programs and are used throughout this section.]

   b. **First-Time** means that the students had not previously (within the last 4 years) been enrolled in any code 10, 20 (College Parallel), 30, 31, or 32 courses,

   c. Prior enrollment in Adult Basic Education or courses in other areas such as Continuing Education or Apprentice Related-Instruction did not disqualify a student from inclusion in a cohort.

   d. Prior completion by high school students of 10, 20, 30, 31, or 32 courses for which credit was given (e.g., tech prep transcripted credits) did not disqualify a student from inclusion in a cohort.

   e. **Full-Time** means that the students were enrolled for twenty-four or more credits during their first year in a technical education program. (Once a student was counted in a cohort, that student remained in the cohort regardless of the number of credits he or she took in subsequent years.)

2. There were 16,117 students in the 1993-94 cohort. Three years later (1995-96), 7,956 graduated for a graduation rate of 49.4%.

3. There were 15,635 students in the 1994-95 cohort. Three years later (1996-97), 8,208 graduated for a graduation rate of 52.5%.

4. There were 16,114 students in the 1995-96 cohort. Three years later (1997-98), 8,573 graduated for a graduation rate of 53.2%.

5. The rate of increase in the graduation rate has declined since the 49.4% rate for the 1993-94 cohort. The graduation rate increased by 3.1 percentage points between the 1993-94 and 1994-95 cohorts but only by 0.7 percentage points between the 1994-95 and 1995-96 cohorts.

6. It is apparent that the continuation of this trend will lead to the situation in which the graduation rate for a new cohort will in fact be less than the rate for the preceding cohort.

7. **Therefore, it is the intention of the State Board that the planned use of Perkins III funds will serve not only to stabilize the graduation rate at its current (1995-96 cohort) level but will also be used to reverse the declining rate of increase by achieving the levels of performance proposed above.**

Performance Area #2: Student Attainment of Postsecondary Degrees or Credentials

Performance Area #2 requires the State to establish a core indicator or indicators and set a level or levels of performance for *student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.* For the postsecondary level, the State Board's core indicator will be student attainment of a postsecondary degree or credential.

The State Board will use the same Core Indicator and proposes the same Level of Performance as it will use for Performance Area #1, cohort graduation rate, to determine how well the State is doing in Performance Area #2.

Performance Area #3: Placement in Employment

Core Indicator #3 requires the State to establish a measure and set a standard for *placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.* For the postsecondary level, the State Board will measure placement in employment.

Core Indicator #3:

The Core Indicator for this Performance Area will be the number of employed graduates as a percentage of the number of graduates who enter the labor market within six months of the end of a program year.

Proposed Level of Performance:

Maintain the current employment rate of graduates who enter the labor market.

This level of performance expresses the fact that the WTCS districts place an extremely high percentage (about 94%) of their graduates who enter the labor market in jobs within six months of the end of a program year, and that it is extremely unlikely that this rate can be improved upon.

1. Over the past five years (1993-94 – 1997-98), the WTCS districts graduated a total of 77,970 individuals (about 15,600 per year) from technical education programs (Associate Degree, and Short-Term, One-Year and Two-Year Technical Diploma).
2. Of these graduates, 64,727 (83%) responded to the six-month graduate follow-up. This 83% response rate strongly suggests that the information provided by the respondents is valid, reliable, and may be reasonably generalized to the total number of graduates.
3. Out of the 64,727 respondents, 59,195 (91%) reported that they were In-The-Labor-Market (meaning that they were employed or actively looking for work).
4. Of the 59,195 in the labor market, 55,831 (94%) were employed.
5. **Therefore, it is the intention of the State Board that the planned use of Perkins III funds will serve to ensure that members of special populations become employed at the same rate as all graduates who enter the labor force.**
6. The State Board will use results from the client reporting and follow-up survey systems to determine 1) if the placement rate of graduates stays at its historically high level, and 2) how well the rates at which members of each special population find employment compare with the overall rate for all graduates.

Core Performance Area #4: Nontraditional Training

Core Performance Area #4 requires the State to establish a core indicator or indicators and set a level or levels of performance for *student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.* For the postsecondary level, the State Board's core indicators will be enrollment in, and graduation from, nontraditional programs.

Core Indicator #4:

The State Board has established two Core Indicators to measure this Performance Area.

The first indicator will be the number of nontraditional students enrolled in programs that prepare individuals for employment in occupations that are nontraditional for one gender as a percent of the total enrollment in those programs.

The second indicator will measure the rate at which nontraditional students graduate from these nontraditional programs compared to the graduation rate for all students in these programs.

Proposed Levels of Performance:

For the Enrollment Indicator, the proposed Level of Performance is to increase the percentage of nontraditional students enrolled in programs providing training for entry into nontraditional occupations by 1% over the five-year period 1999-2004 in the following stages:

a. The 1997-98 (base year rate) will be maintained for 1999-00 and 2000-01.
b. The percent will increase by 0.5% over the base year for the 2001-02 and 2002-03 program years.
c. The percent will increase by 1.0% over the base year for the 2003-04 program year.

1. The State Board identified WTCS programs that prepare individuals for employment in occupations whose employees are traditionally predominantly male or female as follows:

    a. While there is no uniform and reliable occupational employment system that identifies all nontraditional occupations. The Department of Workforce Development (DWD) developed a list for the Job Center System that identifies a great many occupations and occupational areas in which the employment of one gender or the other constitutes 25% or less of the employees. The State Board has used this list to determine which of its programs prepare individuals for employment in such nontraditional occupations.

    b. In those instances where a WTCS program could not be directly aligned with a nontraditional occupation, State Board staff made the decision to include the program in, or exclude the program from, its list of nontraditional employment programs after consulting with DWD staff.

    c. 1997-98 was the base year for which WTCS programs were cross-walked with nontraditional occupations.

    d. Only programs with 10 or more enrollees during the base year were considered for inclusion in the State Board's list of nontraditional employment programs.

    e. This base year list will be used for the five-year period 1999-2004. New programs that prepare individuals for employment in nontraditional occupations will be added to the list annually when they have 10 or more enrollees.

2. For any given year, the nontraditional enrollment rate will be calculated as the number of underrepresented males and females enrolled in nontraditional programs divided by the total number of students enrolled in these programs.

3. In 1997-98, there were 51,618 students enrolled in programs leading to employment in nontraditional occupations. Of these, 6,017 (11.7%) were individuals whose gender is not traditionally employed in the identified occupations.

4. **Therefore, it is the intention of the State Board that the planned use of Perkins III funds will serve to ensure that the percentage of nontraditional students enrolled in these programs will increase over the five-year period 1999-2004.**

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For the Graduation indicator, the proposed Level of Performance is to increase the (base year) 1997-98 graduation rate of 21.0% for nontraditional students enrolled in programs leading to employment in nontraditional occupations until it equals the graduation rate of 22.6% for all students in (base year) 1997-98. The graduation rate for nontraditional students will increase by 1.6 percentage points over the five-year period in the following increments:

a. The 1997-98 (base year rate) will be maintained for 1999-00 and 2000-01.
b. The percent will increase by 0.7% over the base year for the 2001-02 and 2002-03 program years.
c. The percent will increase by 1.6% over the base year for the 2003-04 program year.

1. Over the past five years 1993-94 through 1997-98, of the 261,464 students enrolled in programs leading to employment in nontraditional occupations, 22.7% (59,348) graduated from these programs.

2. Over these same five years, of the 30,197 students for whom enrollment in these programs was nontraditional for their gender, 19.4% graduated, an average difference of 3.3% over the five year period.

3. In 1997-98, the 21.0% (1,266/6,017) of nontraditional students who graduated from nontraditional programs is 1.6 percentage points above the five year average of 19.4%.

4. **Therefore, it is the intention of the State Board that the planned use of Perkins III funds will serve to increase the percent of nontraditional students who graduate from nontraditional programs over the base year of 1997-98.**

C. The eligible agency will describe how it will annually evaluate the effectiveness of vocational and technical education programs; and, to the extent practicable, how it is coordinating such programs to ensure nonduplication with other existing Federal programs.

WTCSB Postsecondary/Adult

Evaluation of Program Effectiveness

The State Board requires that all programs offered by the WTCS districts be evaluated according to a three-phase evaluation process that includes both measurement and interpretation.

Phase I: In Phase I, all occupational programs one year or more in length are monitored each year in every WTCS district on key operational indicators such as enrollment level, retention, and placement of program graduates. Each program is rated on the indicators and, based on the ratings, the district identifies those programs which will be evaluated in depth (Phase II). The State Board requires only a "review by exception" policy. All new programs, whether new to a district or to the State, must be comprehensively evaluated after the second year in which students graduate from the program.

Phase II: Phase II provides for a comprehensive evaluation which covers eight aspects of a program: 1) student demographics, retention, graduation and placement; 2) curriculum content and delivery; 3) qualifications, certifications and continuing professional development of instructors; 4) counseling and support services such as job placement and financial aids; 5) student organization; 6) impact of an advisory committee; 7) facilities, equipment, and resources; and 8) equity and access. The level of available instructional support and expected changes in industrial technology and skills are two other major factors which typically influence the course of the evaluation and the focus of an evaluation team. Copies of the evaluation findings are submitted to the state annually and these results are compiled in a data base and a written report.

Phase III: In Phase III, the district develops an action plan to respond to any recommendations made in the evaluation report. The plan is to identify the action to be taken, the person responsible for seeing that it is accomplished and an expected date of completion.

Coordination of programs

See the description of coordination in sections K, L, M, and N in Part II, Program Administration – WTCSB, above.

D. The eligible agency will describe how data relating to students participating in vocational and technical education will be reported in order to adequately measure the progress of the students, including special populations.

WTCSB Postsecondary/Adult

The Board's Client Reporting System and Graduate Follow-Up Information System taken together provide the Board with the data necessary to measure the progress of clients served by eligible recipients including those who are members of special populations.

The Client Reporting System requires data to be submitted on each individual enrolled in a course or participating in a grant supported project. The Client Reporting System is comprised of a set of four interconnected records: The Client Demographic Data Record (one record to be submitted for any individual enrolled in a course or participating in a project), the Client Grant Demographic Record, (which provides additional information on project participants to comply with the unique provisions of the funding source), the Course Record (one record for each course a student was enrolled in), and the Grant Activity Record (one record for each project a participant was served in). A description of all of the Board's data systems with procedures and definitions may be found at the Board's web-site under Agency Programs and Services, Data Systems, at http://www.board.tec.wi.us/.

Within the Client Reporting System, the Client Demographic Data Record provides that the following information is reported on all students enrolled in courses or participating in projects according to prescribed procedures and uniform definitions: name, identification number, birth date, sex, single parent status, displaced homemaker status, ethnicity, county and municipality of home residence, WTCS district of residence, if they are of limited English proficiency status, highest grade completed at enrollment, academically disadvantaged status, economically disadvantaged status, disabled status, program of record if any, a second program of record if any (double majors), program graduation status , high school attended, year of high school graduation, and incarcerated status.

The Graduate Follow-Up Information System provides for the collection of the following information on each program graduate: How the graduates felt about their training; what their primary reason was for enrolling; current status [Employed (including active military services), Not employed, but seeking; Not available for employment, student; Not available for employment, homemaker; Not available for employment, disabled; Not available for employment, other]; when the graduate began working in their current occupation; is the job related to the training they received; job title; employer; work address; if their employer may be contacted (for purposes of Employer Follow-Up); present wage; and average hours worked per week.

E. The eligible agency will describe how it will ensure the completeness, accuracy and reliability of data reported to it by local educational agencies and eligible institutions under Perkins III.

WTCSB Postsecondary/Adult

Data will be reported to the State Board according to the definitions and procedures prescribed by the Board's Client Reporting, Staff Accounting, and Follow-Up systems. The reporting systems have built in edit checks within and among the systems to ensure accuracy and completeness, and the data is reviewed over time to determine the reliability of the data. In addition, the systems are periodically reviewed by State Board staff and with eligible recipients in order to ensure that the data is relevant, accurate and reliable.

F. The eligible agency will describe the common data collection and reporting processes used for the programs and activities described in s. 112(b)(8) of P.L. 105-220, the Workforce Investment Act (WIA) of 1998, as required by s. 112(b)(8)(B) of that Act as they concern the provision of services only for postsecondary students and school dropouts.

WTCSB Postsecondary/Adult

The implementation of the Workforce Investment Act in Wisconsin has been deferred until July 1, 2000, as permitted by the provisions of the WIA. To date, no action has been taken under the WIA in relation to common data collection and reporting processes. When such a description is developed for the WIA State Plan required by s. 112 of the WIA, it will be added to the Perkins plan. (See also, section N of Part II, Program Administration – WTCSB, above.)

V. SPECIAL POPULATIONS AND OTHER GROUPS -- DPI

The requirements related to special populations for Tech Prep are located in section 204. Specific accountability requirements that are related to special populations are in section 113.

A. The eligible agency will describe its program strategies for special populations.

DPI Secondary:

Under the Carl D. Perkins Vocational and Technical Education Act of 1998, the term "special populations" means:

(A) individuals with disabilities
(B) individuals from economically disadvantaged families, including foster children
(C) individuals preparing for nontraditional training and employment
(D) single parents, including single pregnant women
(E) displaced homemakers; and
(F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

The Department includes academically disadvantaged students as well as racial/ethnic minorities in the definition of special populations with other barriers to educational achievement.

The special populations provisions in the *1999-2000 Carl Perkins Application* require school districts to:

1. complete an *Enrollment and Trends* chart;
2. describe strategies used to address access to and success in vocational education programs by special populations;
3. describe strategies used to promote preparation for and completion of nontraditional training and employment;
4. identify specific outcomes of these efforts and additional steps to be taken to ensure that the *state adjusted Levels of Performance* based on *Core Indicators* are met;
5. describe how funds will be used to promote preparation for nontraditional training and employment.

Specific program strategies may include targeted career exploration, career counseling, testing and assessment with a special emphasis on technical, nontraditional and high skill/high wage occupational choices; work-based learning opportunities in nontraditional/ technical/high skill/high wage occupations; mentoring, basic and remedial literacy instruction, instruction in the English language; and employability and life management skills. Under Carl Perkins II districts developed Equity Plans which have been updated to the year 2001 and beyond. Relevant sections of the district's CPA II Equity Plan may be reflected in the answers to the questions.

Technical assistance and training will be provided by state level staff, and through the CESA structure. As funds are available, state level projects to assist local districts to meet and exceed the *state adjusted Levels of Performance* based *on Core Indicators* and improve services to special populations will be funded.

B. The eligible agency will describe how individuals who are members of special populations will be provided with equal access to activities assisted with Perkins III funds.

DPI Secondary:

The Department administers a state pupil nondiscrimination statute (S.118.13 of the Wisconsin Statutes and PI 9.06 of the Wisconsin Administrative Code) which covers all students through fourteen protected group categories. Local districts receive technical assistance to conduct a self-evaluation once every five years as well as to develop or improve policies and complaint procedures to implement the statute locally. In addition the Department provides limited technical assistance under special education and federal civil rights requirements. Every school district has developed and implemented a Perkins II (Sex) Equity plan which includes addressing the issue of access. It is anticipated that the school districts will develop and implement a consolidated Equity Plan, as a condition for receipt of Perkins III funds, beginning in 2001; access will be addressed in this plan. Finally, the 2000-*2001 Carl Perkins Application* (for local districts) must address how members of special populations will be provided with equal access to activities. State staff will provide limited technical assistance.

C. The eligible agency will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

DPI Secondary:

Wisconsin prohibits pupil non-discrimination through State 118.13 and PI 9 of the State's Administrative Code. Target groups identified in this state law are more inclusive than the federal definition of groups made up of individuals who are members of special populations. Recruitment, enrollment and placement are all activities covered by this state law. In addition, the *1999-2000 Carl Perkins Application* must identify the ways in which the district(s) ensure that members of special populations are not discriminated against in vocational education. Each district/consortium must describe how nondiscrimination policies and procedures are implemented, who is responsible, how these are evaluated for effectiveness.

Beginning with Spring, 2001, the Department anticipates that it will support districts in developing and implementing consolidated Equity Plans, as a condition for receipt of federal funds; criteria to assure non-discrimination will be included in this requirement.

D. The eligible agency will describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how special populations are prepared for further learning and for high skill, high wage careers.

DPI Secondary:

District 2000-2001Carl Perkins Applications must include strategies designed to enable the special populations to meet or exceed State adjusted levels of performance based on core indicators.

Technical assistance and training will be provided by state level staff, and through the Cooperative Educational Service Agency (CESA) structure to assist districts to meet or exceed these levels of performance and prepare special populations for further learning and for high skill high wage careers. Particular attention in these projects will be given to the enrollment of special populations in work-based learning programs that prepare students for high skill/high wage careers. As funds are available, state level projects will be developed to help special populations reach proficiencies in academic areas through vocational education and to offer high quality professional development opportunities for staff. Coordination with statewide school to work activities will be integral to this effort.

As funds are available, the CESA structure will be utilized to help the state develop guidelines for a consolidated Equity Plan, and then help districts develop and implement those plans. It is anticipated that each district will develop and implement such a plan by Spring, 2001, in conjunction with Wis. Stat.118.13 and PI 9. The needs of all special populations, including racial/ethnic minorities, both in relationship to vocational education and regular education, will be addressed in this consolidated plan.

E. The eligible agency will describe how the needs of students in alternative education programs will be adequately addressed.

DPI Secondary:

Unless a Wisconsin child is excused due to illness or has graduated from high school, he or she must attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session. All students (other than those who are home schooled) must be enrolled in a traditional school until the end of the school term, quarter or semester of the school year in which they become 18 years of age.

In Wisconsin, a student cannot attend an alternative or nontraditional school unless she or he is first enrolled in the traditional school legally obligated to serve him or her. This is meant to ensure that a student can only attend an alternative school program if his or her traditional school deems that doing so would be in his or her best interest. A student's parent or guardian, high school principal, and school board must all agree that beginning such a program is best for the student. Students attending alternative programs retain the right to access all vocational education programs available. Oftentimes, the alternative programs are specifically designed to support success in vocational education.

Wisconsin's youth options program (s. 118.55 Wis.Stats.) also provides a vocational educational alternative for high school juniors and seniors whose needs cannot be met in the traditional high school. Approximately 1,500 high school students are enrolled in vocational education coursework at a Wisconsin Technical College System campus during the current school year. A student does not have to pay for a postsecondary course under youth options if the school board determines the course may receive high school credit and is not comparable to a course offered in the school district.

F. The eligible agency will describe how funds will be used to promote preparation for nontraditional training and employment.

DPI Secondary:

The Wisconsin Department of Public Instruction has been monitoring enrollment in vocational education instructional programs since fiscal year 1984. Fourteen years of data indicates a slow, but quite steady progress toward attaining gender equity. State enrollment in secondary vocational education has gone from a 32% male and 68% female pattern in 1984 to a 49% male and 51% female pattern in 1997. While disparities in some of the specific vocational education disciplines exist, it certainly indicates a more even split overall between genders.

DISCIPLINE AREA	1984 VEDS DATA	1992 VEERS DATA	1997 VEERS DATA
Agriculture	12% female	24% female	38% female
Technology Educ	7% female	14% female	17% female
Business Education	7% female	36% male	40% male
Health Occupations	7% male	14% male	15% male
Wage Earning Home Economics	19% male		23% male
Consumer Economics	24% male		39% male
Marketing*	NA		NA

*Marketing education has consistently been above the 25% standard and has never been considered nontraditional for either gender.

Each of the discipline areas has concentrated on looking closely at its own field and making changes where indicated. Within the past 14 years, each of the vocational education disciplines has focused on major curricular revisions, on looking at the environmental changes needed within their classrooms, and on staff development efforts to prepare teachers within their disciplines for working in a gender fair environment.

Each District or Consortium must describe, in its 2000-01 Carl Perkins Application, the specific strategies they have undertaken to promote preparation for and completion of nontraditional training and employment, the degree to which these strategies have been successful, including specific outcomes. It must also discuss changes which will be made to current practices to ensure that the state's adjusted level of performance is met. Building on current practices, applicants may incorporate relevant components of their current Carl Perkins Equity Plan as they complete their 2000-2001 Carl Perkins Application. In addition, the funds reserved at the state level for preparation for nontraditional employment and training will be used to fund statewide projects developing resources for local district use with students.

G. The eligible agency will describe how funds will be used to serve individuals in State correctional institutions.

DPI Secondary:

For the purposes of this section the following definitions are used:

'Criminal offender' means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

'Correctional institution' means any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Through the Department of Corrections, Wisconsin operates four youth correctional facilities, each segregated by gender (three for males and one for females). The University of Wisconsin Urban Outreach Program conducted a follow-up study of 759 youthful offenders released from the two largest facilities. The following chart highlights the educational attainment of these youth during their incarceration/

High School Status	# Youth	%/Population
High School Graduate	24	3.2%
Completed GED Diploma	301	39.7%
Still in school (including 8 incarcerated)	10	1.3%
Non-completers	385	50.7%
More data needed on youth studied	39	5.1%
TOTAL	759	100.0%

Additional findings from this study include the following:

- None of the 156 youth expected to return to the Milwaukee Public Schools graduated. Only two individuals graduated out of the 186 youth that return to school districts with 5,000-25,000 student populations.
- A total of 221 youth (29% of the population studied) received a General Education Development diploma during incarceration. Eighty youth offenders completed GED program requirements after release.
- 61% of those earning HSED/GED certificates while incarcerated had earned fewer than four high school credits in their community schools. When initially incarcerated, 15% of these

youth were reading at the 6th grade level or below, and 34% were tested in math at the 6th grade or below.

- For many youth, incarceration provided them with their first successful high school educational experience. 48% of all 15, 16 and 17-year old youth arrived at the institutions with no high school credits. (The median number of credits earned by youth prior to incarceration was 0.4)

V. SPECIAL POPULATIONS AND OTHER GROUPS -- WTCSB

A. The eligible agency will describe its program strategies for special populations.

WTCSB Postsecondary/Adult:

All of the WTCS districts are required to be in compliance with Titles VI and VII of the 1964 Civil Rights Act (as amended), Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Vocational and Applied Technology Education Act of 1998, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, the Wisconsin Fair Employment law, and other appropriate laws and executive orders or administrative directives and codes including the Office of Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the basis of Race, Color, National Origin, Sex and Handicap in Vocational Programs.

The State Board has entered into an agreement with the U.S. Department of Education's Office of Civil Rights to ensure that the WTCS districts are in compliance with all relevant laws, rules and regulations, and other requirements pertaining to students who are in protected categories or are members of special population groups. All of the WTCS districts are required to have plans in place ensuring equal access to all programs, services and activities offered by the districts.

In addition, equal opportunity is required by State Statute, Chapter 38 and the Wisconsin Fair Employment Law, and covers all persons regardless of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours.

The State Board also requires that all students who are members of special population groups who are provided services with Perkins III funds must be enrolled for one or more credits in approved occupational associate degree; or short-term, one- or two-year technical diploma; or apprenticeship programs. The State Board requires eligible recipients to expend 75% of the Perkins III funds required to be allocated to eligible recipients for services and activities for members of special populations that will assist them in achieving the levels of performance expected of all students. (See Student Support Services in section A of Part II, Program Administration – WTCSB, above.)

B. The eligible agency will describe how individuals who are members of special populations will be provided with equal access to activities assisted with Perkins III funds.

WTCSB Postsecondary/Adult:

The State Board requires eligible recipients to expend 75% of the Perkins III funds available for allocation to eligible recipients solely for services and activities for members of special populations. These services and activities are to assist them in achieving the levels of performance expected of all students. (See Services for Special Populations in section A of Part II, Proposed Use of Funds – WTCSB, above.)

C. The eligible agency will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

WTCSB Postsecondary/Adult:

The State Board requires that all district student admissions and acceptance policies are consistent with State and Federal equal opportunity legislation. These policies are included in district handbooks and are to be disseminated throughout the respective districts. The WTCS districts are to provide technical assistance to potential and enrolled students seeking financial aids, counseling services provided by certified counselors, and a systematic process to assist students in assessing job opportunities, developing job seeking skills and obtaining employment.

D. The eligible agency will describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how special populations are prepared for further learning and for high skill, high wage careers.

WTCSB Postsecondary/Adult:

Provision of Programs

See the descriptions under A and B., above

Preparation for Further Learning/Careers

Special populations will be prepared for further learning and for high skill, high wage careers in the same way that regular students are prepared for further learning and for high skill, high wage careers. The only difference is that students with barriers to succeeding at the same rate as regular students are provided with the assistance necessary for them to succeed, see B., above.

E. The eligible agency will describe how the needs of students in alternative education programs will be adequately addressed.

WTCSB Postsecondary/Adult:

In any given year, the WTCS districts offer training and instruction in approved programs through separate courses which are designed and paced for persons with barriers to success who would not otherwise be able to succeed in their programs.

F. The eligible agency will describe how funds will be used to promote preparation for nontraditional training and employment.

WTCSB Postsecondary/Adult:

See section A, Part II, Proposed Use of Funds – WTCSB, above; particularly Services for Special Populations under Formula Funds for Eligible Recipients, and Nontraditional Training and Employment under State Leadership.

G. The eligible agency will describe how funds will be used to serve individuals in State correctional institutions.

WTCSB Postsecondary/Adult:

See Part IV, Program Administration – WTCSB, State Leadership, Corrections, above.

VI: FINANCIAL REQUIREMENTS – DPI

A. Assurances

DPI – Secondary

A. The Department of Public Instruction assures that it will comply with the requirements of Title I of the Perkins Act and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.

B. The Department of Public Instruction assures that none of the funds expended under Title I of the Perkins Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

Descriptions

A. The eligible agency will describe how funds received through the allotment made under section 111 of the Perkins Act will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation.

DPI Secondary:

From the 85% of Title I funds required to be allocated to local educational agencies (LEAs) , the Department reserves 10% for allocation on a competitive basis (see Part II, Proposed Use of Funds - DPI, above). The remainder will be allocated to local educational agencies by the following formula for 2000-2001 and subsequent years:

A. 70% of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of Title I dollars received by an LEA in the preceding fiscal year by the number of Title I dollars received by the State in the preceding fiscal year.

B. 20% of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of EEN students with IEPs served by an LEA in the preceding final year by the number of EEN students with IEPs served by LEAs in the State in the preceding fiscal year.

C. 10% of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of students enrolled in an LEA in the preceding fiscal year by the number of students enrolled the LEAs in the State in the preceding fiscal year.

In the remaining years of the Act's authorization, the Department will use the number of 5–17 year olds in Chapter I programs (i.e. poverty counts) for the 70% poverty portion of the formula and existing enrollment counts for the 30% portion.

See the response to A in Part IV, Financial Requirements – WTCSB, below, for the rationale for the allocation of funds between the secondary and postsecondary levels.

B. The eligible agency will describe how funds received through the allotment made under section 111 will be allocated among consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of such consortia, including the rationale for such allocation.

DPI Secondary:

Under the provisions of Title I, Part C of the Carl Perkins Act, if the calculation described in the DPI response under B. 1. above results in an LEA receiving an allocation falling below $15,000, the LEA must form a consortium. The LEA may enter in to a consortium with other LEAs (i.e. through a mutual assistance contract under s. 66.30,Wis. Stats.) or a Cooperative Educational Service Agency (CESA). The Title I, Part C dollars generated by each participating LEA under the formula identified by the DPI will yield the total allocation to the consortium. Once this dollar amount has been determined, the amounts calculated for each participating LEA will lose individual school identity and cannot be prorated back to the individual LEA.

VI. FINANCIAL PROVISIONS -- WTCSB

Assurances

A. The State Board assures that it will comply with the requirements of Title I of the Perkins Act and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.

B. The State Board assures that none of the funds expended under Title I of the Perkins Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

Descriptions

A. The eligible agency will describe how funds received through the allotment made under section 111 of the Perkins Act will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rational for such allocation.

Secondary/Postsecondary

The State Board allocates 45% of the funds available to the State under section 111 of the Perkins Act to the Wisconsin Department of Public Instruction to use in support of secondary vocational and technical education. The State Board reserves the remaining 55% of these funds to use in support of postsecondary and adult technical education.

This allocation of funds between the secondary and postsecondary/adult levels reflects Wisconsin's historical emphasis on providing postsecondary technical education and training to its citizens. It also continues to reflect and respond to the needs of the State's labor market. The following information is taken from the Department of Workforce Development's "Wisconsin Population Projections 1994 – 2005;" September, 1997.

"Population determines the size of the labor force and number of workers in different age groups. The people who will make up Wisconsin's labor force in the 2005 are already at least eight years old. Based upon this population, very slow growth is expected in the labor force to the year 2005. There will be continued shortages of young people entering the labor force, and a decline in the number who are of ages 25 to 39 years old."

Furthermore, as a result of "population changes and of trends in labor force participation rates, Wisconsin's total labor force growth will drop from the 1.4 percent per year growth between 1980 and 1994 to a projected growth of 0.7 percent per year from 1994 to 2005. This is a decline from a growth of about 32,800 each year to a growth of about 19,600 annually."

"Competencies of new entrants to the labor force are probably distributed according to a normal curve. (As the "baby boom" entered the labor force) employers became accustomed to a large labor supply. They were able to hire new entrants who were higher on the competency curve. Fewer new entrants and less competition for jobs means that employers have to hire less competent workers. To employers, this is perceived as a lowering of the quality of the labor supply. At the same time, employers are involving workers in new efforts to improve quality and productivity, causing many employers to seek more highly educated and trained, or trainable, workers.

The impression of a lowering of the quality of the labor supply and the search by employers for highly educated and trained workers puts increased pressure on schools to raise education standards.

Improving elementary and high school education will not, however, change the labor force quality by 2005. Most of those who will be in the labor force in the year 2005 are in the labor force today. Improving the quality of the labor force by the year 2005 will require improving the education and skills of people now already working."

Postsecondary Eligible Recipients

The Board will distribute funds to eligible institutions according to the formula described in section 132(a)(2) of the Perkins Act. The formula is based upon the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs that were enrolled in postsecondary technical education in the eligible institutions in the preceding fiscal year. In any given year, an eligible institution is eligible to receive a percentage of the total formula funds available that is equal to the percent its total number of Pell Grant and BIA recipients is to the total number of such recipients enrolled by all eligible recipients in the preceding fiscal year.

Perkins III stipulates that no postsecondary eligible recipient or consortium shall receive an allocation of formula funds in an amount that is less than $50,000. All of the WTCS districts and the Wisconsin Consortium of Indian Controlled Community Colleges (WCICCC) are eligible for allocations in excess of $50,000.

B. The eligible agency will describe how funds received through the allotment made under section 111 will be allocated among consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of such consortia, including the rationale for such allocation.

In addition to the sixteen Technical College Districts among which the State is divided, the Board allocates funds to one consortium, the Wisconsin Consortium of Indian Controlled Community Colleges (WCICCC) composed of the Lac Courte Oreilles Ojibwa Community College and the College of the Menominee Nation. The funds to be distributed are the formula funds (85% of Title I funds) described in Part II, Program Administration – WTCSB, above.

The Board will distribute the funds to these eligible institutions according to the formula described in section 132(a)(2) of the Perkins Act; see section A, above.

VII CERTIFICATIONS

A. State Certification

STATE CERTIFICATION

I certify:

1. That the Wisconsin Technical College System Board in this State is eligible to submit the State plan for basic education as authorized under the Carl D. Perkins Vocational and Technical Education Act, P.L. 105-332;
2. That the Wisconsin Technical College System Board has authority under State law to perform the functions of the State under the program;
3. That the State legally may carry out each provision of the plan;
4. That all provisions of the plan are consistent with State law;
5. That the undersigned State Director has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
6. That the undersigned State Director has authority to submit the plan;
7. That the Wisconsin Technical College System Board has adopted or otherwise formally approved the plan; and
8. That the plan is the basis for State operation and administration of the program.

By: Edward Chin. State Director, Wisconsin Technical College System Board
on March 28. 2000.

B. Certification of Delegation: DEPARTMENT OF PUBLIC INSTRUCTION

The Wisconsin Technical College System Board, as the sole State agency authorized to administer or supervise the administration of the State vocational and technical education program under the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332), delegates all responsibility for the administration, operation and supervision of this Act at the elementary/secondary level to the Wisconsin Department of Public Instruction except for those responsibilities specifically reserved to the Board by Section 121(a) of the Act. This delegation includes, but is not limited to, responsibility for:

1. Developing, implementing and operating policies and procedures for the allocation of federal Perkins funds to secondary school districts and other eligible recipients and agencies in accordance with the provisions of P.L. 105-332, and providing an appeal process for eligible recipients in accordance with 76.401 of the U.S. Education Division General Administrative Regulations (EDGAR);

2. Providing the fiscal control and audit procedures, and maintaining the fiscal records required by P.L. 105-332, state Single Audit requirements, and federal Office of Management and Budget circulars that apply to the Act;

3. Providing for the proper and efficient administration of the Act;

4. Developing plan materials in accordance with Section 122 of the Act and reporting in accordance with Section 114 of the Act;

5. Developing a system of Core Indicators of Performance in accordance with Section 113;

6. Providing reports and other records related to grant funds that are required by the State Board; and

7. Developing policies and procedures to ensure compliance with the Act and all other applicable state and federal statutes, rules and regulations.

This delegation of authority is effective upon approval of the State Plan by the State Board, by the Governor of the State, and by the Secretary, U.S. Department of Education.

C. Certification of Delegation: GOVERNOR'S GOVERNOR'S WORK-BASED LEARNING BOARD

The Wisconsin Technical College System Board, as the sole State agency authorized to administer or supervise the administration of the State vocational and technical education program under the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332), delegates all responsibility for the administration, operation and supervision of Title II, Tech-Prep, of this Act to Wisconsin's Governor's Work-Based Learning Board except for those responsibilities specifically reserved to the Board by Title II of the Act. This delegation includes, but is not limited to, responsibility for:

1. Developing, implementing and operating policies and procedures for awarding Title II, federal Perkins funds to consortia in accordance with the provisions of Title II of P.L. 105-332, and providing an appeal process for eligible recipients in accordance with 76.401 of the U.S. Education Division General Administrative Regulations (EDGAR);

2. Providing the fiscal control and audit procedures, and maintaining the fiscal records required by P.L. 105-332, state Single Audit requirements, and federal Office of Management and Budget circulars that apply to the Act;

3. Providing for the proper and efficient administration of Title II of the Act;

4. Developing plan materials in accordance with Section 203(c) of the Act and reporting in accordance with Section 206 of the Act;

5. Providing reports and other records related to grant funds that are required by the State Board; and

6. Developing policies and procedures to ensure compliance with the Act and all other applicable state and federal statutes, rules and regulations.

This delegation of authority is effective upon approval of the State Plan by the State Board, by the Governor of the State, and by the Secretary, U.S. Department of Education.

D. Debarment, Lobbying and Drug-Free Workplace Certification

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85 "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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1. LOBBYING

As required by Section 1352; Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as described at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicated for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1998, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about –

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

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(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under a subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

310 Price Place

P.O. Box 7874

Madison, WI 53707-7874

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Wisconsin Technical College System Board	PR/AWARD NUMBER AND/OR PROJECT NAME P.L. 105-332, Carl Perkins
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Edward Chin, State Director	
SIGNATURE By: Edward Chin on March 28, 2000	DATE

ED 80-0013

E. Assurance -- Non-Construction Progra

OMB Approval No. 0348-0040

ASSURANCES – NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention. Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality, of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-648) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction, subagreements.

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10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 178(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (18 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL By Edward Chin on March 28, 2000	TITLE State Director
APPLICANT ORGANIZATION Wisconsin Technical College System Board	DATE SUBMITTED March 28, 2000

F. State Process Submission Certification

STATE PROCESS SUBMISSION CERTIFICATION

I certify that the State Intergovernmental Review Process established pursuant to Executive Order 12372 has been waived for plans developed under the Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332.

By: Edward Chin, State Director, Wisconsin Technical College System Board
on March 28, 2000.

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Job Training Partnership Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707-7874; telephone (608) 266-1844 or Tele-communications Device for the Deaf (TDD) (608) 267-2483.